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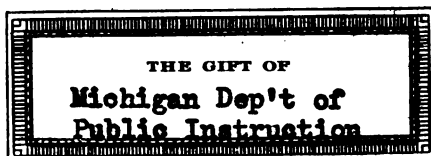
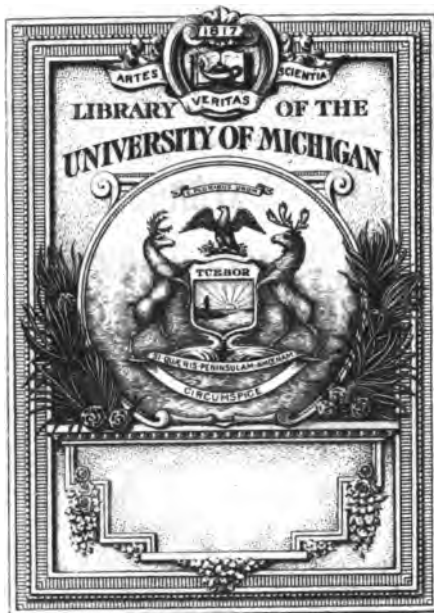
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ANNUAL REPORT  
OF THE  
STATE SUPERINTENDENT

OF THE  
STATE OF WISCONSIN, *Dept. of public  
instruction*

FOR THE

SCHOOL YEAR ENDING MAY 31, 1882.

DEPARTMENT OF  
PUBLIC INSTRUCTION

ROBERT GRAHAM,  
*State Superintendent.*

MADISON, WIS.:  
DAVID ATWOOD, STATE PRINTER.  
1882.

OFFICE OF THE STATE SUPERINTENDENT,  
MADISON, WIS., December 10, 1882.

To His Excellency, JEREMIAH M. RUSK,  
*Governor of Wisconsin:*

Sir — I have the honor of submitting, through you, to the Legislature, the Annual Report of the Department of Public Instruction, which embraces the school year ending May 31, 1882.

I am, sir, very respectfully,

Your obedient servant,

ROBERT GRAHAM,  
*State Superintendent.*

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# ANNUAL REPORT

OF THE

# STATE SUPERINTENDENT.

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OFFICE OF STATE SUPERINTENDENT,  
MADISON, December 10, 1883.

*To the Legislature of Wisconsin:*

By chapter 72, of the general laws of 1882, the time for making annual reports by clerks of school districts was so changed as to require these officers to make their reports between the tenth and fifteenth days of June annually, and to include statistics upon the matters contained therein up to and including the thirty-first day of May. The report for the present year, therefore, covers only a period of nine months, as the report for the year 1881 included statistics up to and including the thirty-first day of August. This renders impracticable the compilation of statistics comparing the present with former years which would be of value.

The features of the report most affected by this change of time in making annual reports of school district officers are, the number of days of school maintained, the total number of days of attendance upon schools, the average number of days attendance of pupils, and the amount received and expended for the support of schools during the year. The amount received is greatly lessened by the failure to obtain the amount apportioned from the school fund income by the state superintendent in June before the time of making the reports, and the further quite general practice by school district treasurers of deferring demand upon town treasurers for





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*Financial Statement.*


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Number of Unlimited State Certificates awarded at State Examination .....	6
Number of Life Certificates acquired by twenty-one years of teaching .....	14
Whole number of teachers' Certificates issued during the year .....	8,263
Number of districts, outside of cities, maintaining schools with more than one department which have adopted a course of study .....	205
Number of districts maintaining schools with one department only which have adopted a course of study .....	719
Number of districts supplied with Webster's Dictionary .....	4,803
Number of districts supplied with a Map of Wisconsin .....	2,392
Number of districts supplied with a Map of United States .....	2,831
Number of districts supplied with a Globe .....	1,444
Number of districts supplied with a Library .....	270
Number of volumes in all school district libraries .....	25,266
Number of volumes added to libraries during the year .....	2,311
Amount expended for librarians during the year .....	2,476
Total value of school district libraries .....	\$22,257

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 FINANCIAL STATEMENT.

The following summary shows the amounts received and disbursed for public schools, including schools in cities, for the year ending May 31 1882, the sources of receipts and the purposes of disbursements.

*Apportionment.*

Amount apportioned to the several towns and cities from the School Fund Income, June, 1882 .....	\$184,795 63
Rate per capita upon persons of school age .....	88

*Receipts.*

Amount in hands of school district treasurers August 31, 1881 .....	610,883 53
From taxes levied by counties, towns, cities, villages and school districts .....	1,938,176 06
From income of School Fund .....	69,778 06
From all other sources, including loans .....	252,059 88
Total amount received for school purposes .....	2,870,897 53

*Disbursements.*

For building and repairing .....	\$272,824 68
For apparatus, libraries, furniture, records, etc .....	59,479 61
For old indebtedness .....	63,662 07
For teachers' wages .....	1,437,349 19
For all other purposes .....	299,491 84
Total amount paid out during the year .....	2,132,807 39
Amount on hand May 31, 1882 .....	739,636 89

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*Financial Statement.*

## STATE UNIVERSITY.

*Receipts.*

Amount received from University Fund.....	\$13,557 03
Amount received from Agricultural College Fund.....	17,112 47
Amount received from State tax .....	44,780 50
Amount received from appropriation to reconstruct University Hall .....	10,000 00
Amount received from appropriation to repair water works ..	2,804 40
Amount received from students, room rent and incidental fees.	5,655 00
From students for laboratory expenses .....	1,463 95
From Experimental farm, sale of products .....	1,933 24
From all other sources .....	1,625 79
Total amount received .....	<u>\$98,932 37</u>

*Disbursements.*

For salaries of instructional force .....	\$48,429 40
For expenses of regents .....	475 75
For repairs .....	5,734 53
For incidental expenses .....	6,648 04
For fuel and light.....	4,372 43
For library .....	1,735 94
For Washburn Observatory.....	4,506 65
For improvements .....	7,979 93
For Experimental farm.....	4,526 35
For salary of Secretary of Board of Regents .....	1,500 00
For all other purposes.....	6,827 88
Total amount paid out .....	<u>\$92,736 90</u>

## NORMAL SCHOOLS.

*Receipts.*

From Normal School Fund.....	\$74,106 76
From tuition and book rent .....	11,379 17
From all other sources .....	109 05
Total amount received .....	<u>\$85,594 98</u>

*Disbursements.*

For salaries of instructional force .....	\$59,642 84
For text and reference book libraries .....	2,725 21
For fuel and light.....	4,480 68
For repairs .....	1,748 74
For building .....	3,690 76
For expenses of regents .....	375 56
For services and expenses of committees .....	994 61
For salary of Secretary of Board of Regents .....	600 00
For accrued interest on United States bonds.....	1,838 64
For transfer to treasurer of school fund income .....	14 00
For all other purposes .....	3,491 27
Total amount paid out .....	<u>\$79,602 31</u>

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*High Schools.*


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## TEACHERS' INSTITUTES.

Of the amount expended for teachers' institutes, \$2,000 was paid from the general fund, and the balance from the Normal School fund income:

Amount paid for conductors' salaries .....	\$3,948 00
Amount paid for conductors' expenses .....	1,570 70
Amount paid for incidental expenses .....	914 58
<b>Total amount paid out .....</b>	<b>\$6,433 28</b>

## RECAPITULATION.

Amount paid for support of State University .....	\$92,736 90
Amount paid for support of Normal Schools .....	79,692 31
Amount paid for support of common and high schools .....	2,132,807 39
Amount paid for instruction in charitable and benevolent institutions .....	17,527 37
Amount paid for salaries of county superintendents .....	46,600 00
Amount paid for postage, printing and stationery for county superintendents .....	8,106 00
Amount paid for Webster's dictionaries .....	1,617 00

**Total amount expended for public schools during the year, \$2,378,996 97**

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HIGH SCHOOLS.

Number of high schools in the State organized under the free high school law .....	121		
Number of free high schools making special reports and receiving State aid the present year .....	98		
Number of pupils under twenty years of age enrolled during the year .....	6,360		
Number of pupils over twenty years of age enrolled during the year .....	168		
Whole number of days of attendance in free high schools....	760,978		
Average number of days of attendance of pupils enrolled during the year .....	116.6		
Number of pupils instructed in English branches only .....	5,546		
Number of pupils instructed in other than English branches .....	982		
	<i>Male.</i>	<i>Fem.</i>	<i>Total.</i>
Whole number of pupils who completed the course of study during the year .....	132	235	367
Whole number of pupils who have completed the course of study since schools were organized .....	816	1,602	2,418
Amount received for tuition from non-residents.....			\$10,337
	<i>Male.</i>	<i>Fem.</i>	<i>Total.</i>
Number of teachers employed in free high schools....	112	88	200
Number of teachers holding State certificates .....			14
Number of teachers holding Normal School, College or University diplomas .....			63
Number of teachers qualified by special examinations.....			25
Number of free high schools having an average daily attendance of more than twenty-five pupils .....			87
Number of free high schools having an average daily attendance of less than twenty-five pupils....			11

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*General Review.*

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## GENERAL REVIEW.

The advantages arising from a system of public schools, and the imperative necessity for maintaining such a system by the State, are no longer questions for discussion. They have been settled in favor of the system by the highest considerations of reason and sound political economy, from a theoretical stand-point not only, but by practical test in actual experience.

The issue now pressing for determination in all the states is one which relates to the character of the schools; how all persons of suitable school age may most certainly and most effectively be brought under the instruction and training of the school; and how the schools may best be organized and managed to secure the true ends and purposes of school work — the prevalence of general intelligence, and fitness for the practical affairs of actual life.

One of the most encouraging and noticeable features of interest in various spheres in this country at the present time, is the concentration of attention upon the subject of popular education. The press, the pulpit, halls of legislatures, and the more private arenas of lecture rooms and educational associations, to an unusual extent, and with unaccustomed acumen, interest and ability, are vocal with efforts to quicken and to crystallize into action the awakening concern of the American people upon this subject.

This wide-spread and earnest discussion cannot fail of very advantageous results in the direction, 1st, of concerted effort in providing increased facilities for education of all classes; 2d, in securing more immediate attention to, and acquaintance with the work of, the schools by the more intelligent; and 3d, in improving the schools themselves by promoting a healthy school sentiment, and a demand for more systematic and progressive work in, and more methodical and effective supervision of, the schools. Competition in commercial and industrial pursuits, and rivalry in securing the conveniences and luxuries of social life, have carried and are carrying our people in these respects to a high plane of civilization. To secure permanency in this position, and yet more marked and substantial triumphs in business enterprise, in scientific discoveries, and their

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*General Review.*

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practical application to the welfare of society, and in the realm of invention—the products not merely of inventive genius, but the creations of organized and disciplined mind and muscle—as well as to assure continuity and success in self-government, we need to introduce a like emulation in all our communities in organizing and maintaining the best possible system of public schools, and in securing for these schools, as a field for their direct and positive influence, the entire population of school age.

Wisconsin stands fairly abreast of the advance rank of States in the interest taken in the matter of public education, and in the success with which, what may be denominated a “tendency to the increase of illiteracy” is met and overcome. Measured by the amount annually appropriated by voluntary taxation for school purposes, by the character and by the number of school houses annually erected to supersede primitive ones or to provide additional accommodation for school populations, by the improved and increased furniture and apparatus with which these structures are rapidly being equipped, by the growing demand for better instruction, and for teachers strong in character and skill, by the provision made for intellectual and professional equipment of teachers through the University, normal schools, and free high schools, and for the supervision of schools, by the increasing interest in many quarters, resulting in efforts of leading men to elevate the common district schools by systematizing, unifying and making continuous and progressive, through a course of study, the work of these schools—measured by either or all of these standards, our State may safely challenge comparison with others.

It is not, however, *comparative*, but *actual* excellence which we should seek, and with this only should we be content. While we look over the statistics presented with a degree of complacency, as we compare them with others of similar character from other States, at the same time we need carefully to study some features of them for the practical lessons and pertinent suggestions with which they abound. It seems proper to call especial attention to some of these at this time.

By the constitution of this State all persons between the ages of

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*General Review.*

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four and twenty years are entitled to attend the public schools, and this establishes the school age. By the summary it will be seen that the whole number between these ages in the State on the 31st day of May last was 495,233. The whole number enrolled in all the schools during the year ending on that day was 325,828. The per cent, therefore, of the whole number in the State who are enrolled in the schools is a little less than 66. Making allowance for double enrollments from attendance at different schools, and for such as have attended private schools which have not reported, it is probable that 65 per cent. of the school population have attended school during some portion of the year.

Considered by itself this appears altogether too small a proportion, and might properly attract attention, and elicit inquiry as to causes, result, and remedy. But considered in connection with the character of our population, with so large an element of different nationalities, who withhold their children from school until, by intercourse elsewhere, they become somewhat familiar with the language they must use in school; in view of the sparseness of population, and consequent distance from the school-house; and also in view of the many and varied industries in which children may profitably be employed, and the real or supposed necessity of their being thus employed, the low percentage found enrolled does not at least appear surprising. Wisconsin is one of the few states that fixes school age at these extreme ages. Five and nineteen, or even six and eighteen, are more common limits. The facts which explain the low percentage of attendance of persons of the legal school age, establish the *real* school age in this State at between the ages of seven and fifteen years. This was so evident, that I made special effort the present year to ascertain the facts with regard to number and attendance of persons between these ages, and with gratifying success. The cities of Oshkosh and Fond du Lac failed to report upon these points, and many private schools also failed to report, so that the figures in the summary are below rather than above the real numbers; but the percentages deduced would not be materially different if these had all reported. It will be observed that the whole number of persons in the State

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*State Prison.*

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between the ages of seven and fifteen years, May 31, 1882, was 257,429; that the whole number between these ages who have attended school during the year is 223,575; and that nearly 87 per cent. of the whole number between these ages have attended school some part of the year. This is a much more satisfactory basis than the legal school age for determining the proportion of the school population reached by the work of the schools, and for measuring the real interest of our people in securing to their children the benefits of elementary education. But, thirty-four thousand children, one-eighth, nearly, of the whole number, are altogether too many for a State like Wisconsin to leave at this age without any of the training and instruction of the public schools.

A further examination of the summary shows that while 64 per cent. of the whole number of legal school age outside of cities attended school during the year, but 47 per cent. of those of like age in cities attended school. If the same ratio should be found to exist of persons not attending school in the cities, between the ages of seven and fifteen years, we have pretty definite data for determining that already causes are at work in our larger cities which, unchecked, must soon result in a large illiterate class. However, it is fair to presume that the disposition to patronize private schools in large cities, owing to the crowded condition of the public schools, or other causes, will account in part for the low percentage of attendance in those places. It is a matter of regret that there are no means of ascertaining the facts in these cases.

The statistics show that the average number of days each pupil enrolled has attended school is seventy-three, or three and two-thirds months of twenty days each. In this case the average is increased by the longer attendance of residents in cities; the average number of days which pupils residing in cities have attended school being one hundred and fifteen, or five and three-fourths months of twenty days each, while the average number of days which pupils outside of cities have attended is 64+, or about three and one-fourth months.

These are significant facts, and show most conclusively the tendency toward early withdrawal, in whole or in part, from school

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*General Review.*

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attendance. If we allow eight years, or nine even, as the average period of school attendance, then, in the one case, the average city pupil will attend school in all fifty-one and three-fourths months; and in the other case the country pupil will attend in all twenty-nine and one-fourth months. It is possible that some of the severe critics of the results of the public schools have failed to consider how brief a period is afforded these schools in which to accomplish results. It is painfully evident that the wisdom manifest in establishing, equipping and maintaining schools, is not supplemented by persistence in patronizing them, on the part of a very considerable number. Some of the causes of this have already been mentioned, and some remain to be considered.

By the reports made by county superintendents, it appears that the whole number of certificates issued by them during the year was 7,631. Of these 262 were first grade certificates, 654 were second grade certificates, and 6,715 were third grade certificates.

While it is doubtless true that a large number of teachers who hold third grade certificates are doing very excellent work in the schools, supplementing their lack of scholarship by great tact, good judgment, originality and versatility of methods, with industry and conscientious devotion to their work, it is no doubt equally true that a still larger number have no such compensations for lack of culture, and consequently the work they do is very unsatisfactory, and very far short of ideal or practicable school work. As a consequence, pupils are not inspired to strive for proficiency, are not interested, but are repelled by the hum-drum routine of school exercises, make little or no progress in the branches they nominally study, and soon become irregular in attendance, or drop out altogether. In the employment of teachers of low grade of scholarship and ability to teach, is found a very potent reason for the early withdrawal from school of a large number of pupils; and the question whether the exigencies of the case do not require legislation that will forbid the granting of third grade certificates to the same individual more than twice, is worthy of careful attention.

In this connection it may be proper to consider another very

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*General Review.*

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prominent cause of the withdrawal of many pupils at so early an age, or being so irregular in attendance as to greatly and unfavorably affect the average number of days of attendance. This is the indefinite, fragmentary and unprogressive character of the work of the schools.

A very little reflection, it would seem, must lead to the conclusion that if there is any class of schools where a clearly defined course of study is needed more than in any other, that class is the common district school. In these are found a great variety of pupils, with varying capacities, ages, acquirements, and preferences. Unless the work of the school is so clearly defined as to determine what *must* be attended to, before what *may* be is considered, the character of the work will be largely determined by the advanced, influential, or demonstrative pupils themselves. Elective courses of study will prevail, if it is proper to designate by "study" that pretense of attention accorded to branches for which there has been no preparation, and by a "course" that which depends, for temporary interest, on the caprice of the student. In these schools, teachers are frequently changed, and are left almost entirely without advice or direction in their organization and management. If the teacher is strong enough in his mentality to overcome the determinations and preferences of older pupils, then the studies emphasized are those which are favorites with the teacher temporarily in charge. If neither pupils or teacher are self-assertive enough to give positive direction, then the school merely drifts, and is without character of any kind. More and more as the district schools are turned over to the charge of young, and inexperienced persons, with limited education, and still more limited observation, experience or reading, upon which to base judgment or convictions as to the proper nature or limitations of the work of the common schools, does it appear necessary to have the course of study to be pursued in these schools clearly marked out, by competent authority; and so outlined that this course shall be readily seen to include the foundation of any superstructure of education to be added thereto, and at the same time insure a fair fitness for citizenship, and for competition with others as a bread-

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*General Review.*

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winner. In no other way does it seem possible to avoid unsymmetrical results in school work, or that hap-hazard, listless, aimless organization and management so fruitless of any, valuable results. In no other way does it appear practicable to avoid and eliminate the repetition and stagnation which drives so many from the schools as soon as the teens are reached, and substitute therefor definite aims, to be reached after with definite work, which shall be characterized by continuity, and the relation of part to part. In no other way does it seem possible so successfully to inspire pupils and teachers with the impelling and inspiring force of intelligent purpose, and possible achievement of worthy ends. In no other way, so effectively, can worthy incentives to regularity of attendance, and to continuance in school for reasonable time, be placed before parents and pupils; or before teachers to make definite and adequate preparation for specific work, and to study the general problem of school administration.

During the year, I have followed up the work begun by my predecessor in urging this matter of a course of study for the district schools upon the attention of teachers, patrons, superintendents, and the public generally. A circular upon this subject, previously published, has been revised, and a large edition published in the form of a manual, for the use of teachers and school officers. Efforts have been made to secure attention to the matter by the Normal Schools, and by the high schools, so large a proportion of whose students go to take charge of these common schools. Wherever attention has been secured, favorable consideration has followed. Each Normal School and several high schools have now, or soon will have, classes formed for special consideration of the manual. Seven hundred and nineteen schools of one department report having adopted a course of study, and the great demand for the manual by individual teachers, as well as the active interest and efforts of many county superintendents, give grounds for hope that in the near future a majority of the common schools in the State will have adopted such a course of study.

If all teachers were required by law to be familiar with the course of study recommended by the State Superintendent, with

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*General Review.*

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the advantages and limitations incident to such a course, and with the records needful in the administration of the course, in order to secure any grade of certificate, reform in the character and value of the common schools would be very marked and very rapid.

NORMAL SCHOOLS.

Very closely allied to the common schools, are the Normal Schools, both because of the large proportion of the students who attend them, graduates and undergraduates, who go directly into the work of teaching in the common schools, and because another part take charge of high or graded schools, which furnish large numbers to teach in the common schools.

By the annual report of the Board of Regents of Normal Schools, it appears that the whole number enrolled in the normal and preparatory departments of these schools the present year was 1,181; and the whole number who have completed one or both courses of study in these schools since they were organized is 671. If all the latter had engaged in teaching in the State the present year, they would represent a little less than one-eleventh of the teachers required to fill all the schools in the State, and one-fifteenth of the whole number actually employed. By the report of the superintendents, found in the statistical tables, it will be seen that the actual number of graduates of Normal schools, who have taught in the schools of the state during the present year is 344.

The number of persons who have attended a Normal School, other than graduates, who have taught in the schools of the state during the year is 1,097. Taken together, we find that of the 7,632 teachers required to teach the schools, 1,441, or a little less than one-fifth, have had more or less training in the Normal Schools, and of the 10,095 teachers actually employed in the schools during the year, one-seventh of the whole number are of this character. These figures make apparent the fact that slowly, but surely, these schools are becoming a potent factor in determining the character of the common schools of the State. Not only by direct, but by indirect means is their influence effective. The full graduates taking charge of the better class of schools, in their turn send out

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*General Review.*

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large numbers to teach in the smaller schools, and those who discontinue teaching become patrons and school officers, and often superintendents, with all the opportunities these positions afford for exerting the healthy and helpful influences their training prepares them for exercising.

The statistics in connection with these schools are instructive, in that they emphasize the necessity of so arranging the course and character of instruction in them, that this greater number, that go out to teach without waiting to complete either course of study, amounting this year to three times the number in the other class, shall be met at the very threshold of the Normal Schools by contact with the very strongest minds in the faculty, in efforts to direct attention to, awaken interest in, and secure clear perception and strong conviction of the nature and importance of the problem of public education, and the best means to secure the most worthy results through the common schools.

There are, no doubt, difficulties in the way of effective professional work, of a technical character, with such as seek admission, immediately upon their entrance. Too often there is found pressing need of attention to the purely academic work; need of arousing dormant intellectual faculties, and habituating students to activity and application under the pressure of order, precision and celerity — conditions to which they have been altogether unused, which are indispensable in all stages of student life, and more and more imperative as they assume position as teachers. But notwithstanding, it is believed that something may be done to help and to inspire these with a purpose and a plan for worthy work, even if the effort must be based more upon the consideration of just what is to be undertaken, how prosecuted, and what ends are sought to be reached, than upon the subtle laws of psychology, or an elaborate course of mental philosophy. It is believed, furthermore, that if this elementary professional work were placed in the very first part of the course, it would have the effect of drawing a class of students who now shrink from the tests for admission to advanced rank, and yet desire the benefits of the strictly professional work. It certainly would remove two objections so frequently and so

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strongly urged against these schools, viz.: 1st, that the professional instruction can only be had by going through with all the academic drill in elementary branches, the need of which is not felt; and 2d, that the strength and highest skill of the teachers are expended upon the few in the advanced classes.

I am happy to state that by frequent conferences with the Presidents and members of the faculties of these schools, during the year, attention has been secured, and the most cordial purpose developed to do whatever is practicable to make these schools effective in the permanent improvement of the common schools; not by remitting efforts to secure, or lowering the standard of, thorough scholarship, but by increasing the direct professional work with such as come to the schools for help, and are uncertain how long they will remain, but are sure to go from the schools to the work of teaching in the country districts. Already classes are formed, or will soon be organized, in each of the normal schools, for considering the course of study for common schools, with the purpose of grounding these future teachers in the principles underlying such a course, and the necessity for it to insure continuous and progressive work, as well as in the details of administration necessary to successful working of it. The report of the President of the Board of Regents gives evidence that the Board are in hearty sympathy with the movement. The discussions upon the courses of study, and the reference of that matter to a committee for careful consideration and report, give promise that intelligence and progressive zeal will characterize the action of that board in the future as in the past.

#### FREE HIGH SCHOOLS.

In the year 1875, the legislature authorized the establishment of another class of schools, in connection with the public school system of the State, to be known as Free High Schools. The organization of such schools was encouraged by making an annual appropriation of twenty-five thousand dollars to aid in their support, to be divided among the schools of that character, organized under the provisions of the law, in proportion to the amount ex-

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pended by each for instruction therein. Limits to the amount any school might receive were fixed, and provision was made for equalizing the benefits of the fund between the larger and smaller schools. Towns and school districts, singly or in co-operation, were authorized to establish and maintain such schools.

The evident intent and purpose of the legislature in providing for this class of schools was to encourage localities, not enjoying the benefits of graded schools, to provide a class of schools for advanced pupils, near their homes, better than the common district schools, and at the same time relieve the latter from the pressure of excess in number of pupils, and the necessary draft upon time and attention to a few advanced pupils in each school. The rural districts, however, were slow to take advantage of the aid thus proffered, while the graded schools of the villages and cities quickly availed themselves of it, and organized departments in accordance with the statute. Both of these facts have induced changes in the law from time to time to adapt it to the conditions under which the schools were organized. In the revision of the laws in 1878, the time which any school should continue to participate in the apportionment of this annual appropriation was limited to five years. In 1882, this provision was changed, extending the time five years — a total of ten years.

The number of these schools aided by this appropriation from the general fund in each year since the system was adopted, is as follows: In 1876, twenty; 1877, fifty-nine; 1878, eighty-five; 1879, eighty-eight; 1880, ninety-one; 1881, seventy-eight; 1882, ninety-eight.

The free high schools receiving aid the present year are distributed as follows: In one county there are seven; in one there are six; in three there are five; in three there are four; in five there are three; in thirteen there are two; and in seventeen there is one in each, making a total of ninety-eight, in forty-three counties. This list does not include one in Sauk, one in Marinette, two in Eau Claire, one in Grant, and one in Green county, which are known to exist, but from which no reports were received previous to apportionment for the present year. These would add two more

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counties, and make a total of forty-five counties having free high schools.

From these statements it will be seen that there has been a steady increase from the first. The lesser number in 1881 is explained by the fact that the limit of five years was reached the previous year by the entire number that received aid the first year in which the law was in operation. No doubt the number for the present year is diminished very considerably by the failure to learn that the time during which aid could be received was extended by the law of 1882. †

Notwithstanding the original object of the law has not been attained, nor the benefit expected to accrue to rural populations fully realized, it is nevertheless true that by this measure a new and important class of schools have been brought into existence — a class of schools with a clearly defined course of study, prescribed by, or having the approval of, the State Superintendent, and in charge of teachers qualified by holding diplomas, or some form of state certificate, or by special examination in the branches included in the course of study. More than that, these schools have afforded a field for observation, a scope for experience, which ought to prove of great value in considering and determining the features to be insisted upon in such schools, and their real value and function in our system of schools.

This observation and experience leads to inquiry in two directions: First, the relation of these and similar schools to higher education. Second, their relation to the elementary, or common district schools.

No words can so clearly and emphatically answer these inquiries as the statistics relating to these schools.

1st. They meet a demand that is felt in nearly every community, and are highly appreciated wherever established under fair conditions for success. This is indicated by the fact that in ninety-eight free high schools reporting the present year, there was an enrollment of 6,528 pupils, an average of 66 pupils to each school, who attended an average of 116.6 days, or nearly six months of twenty days each; and by the further fact that \$10,337 was collected as

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tuition fees from such as were not entitled to attend them without charge — an average of more than \$100 for each school. Eighty-seven of these schools had an average daily attendance of more than twenty-five, while but eleven had an average daily attendance of less than that number.

2d. These schools, notwithstanding the efforts and inducements to secure their organization and management in organic relation to collegiate and university courses of study, and directly tributary to higher institutions of learning, are largely attended by such as seek for a better equipment for immediate and active business than the common schools afford, and not in any great numbers by those seeking fit preparation for collegiate courses of study. Of the 6,528 enrolled in these schools last year, but 367 — a little more than five per cent — completed either course of study. During the seven years the schools have been in progress, but 2,418 have completed a course of study. Furthermore, while both English and classical courses of study are provided, and while German is an optional study in the English course, the number of pupils instructed in *English branches only* during the last year was 5,546, while the number instructed in other than English branches, which, of course, includes such as chose German among the elective studies of the English course, was but 982 — about one-seventh of the number enrolled.

Can any facts or figures be more significant, or more conclusive? Do not the results indisputably show that the principal function of these and similar schools is for the present determined to be, to supplement the common district school in the direction of providing a good common school education in the English branches, and do they not fully vindicate the wisdom of establishing them, and of extending direct aid to localities in their maintenance?

If the statistics were attainable, there is no doubt but that another very important way in which these schools exert a useful and wide-reaching influence would be found in the opportunity they afford young people to prepare themselves in scholarship for the position of teachers in the elementary schools. From the reports that incidentally reach the office of the State Superintendent,

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it is presumable that between five and twenty-five persons are found in each of these schools every year, who are intending to teach, and are there to fit themselves for so doing. If the medium number of the extremes mentioned is assumed to be the average number which each school thus yearly sends out as teachers in the common schools, then we have a measure for estimating their value and influence expressed by more than fifteen hundred such teachers.

It will readily be seen that the possibilities of these schools, as helpful factors in improving the common schools, are very great, and far exceed any result hitherto realized. It gives me pleasure to be able to state, that the attention and interest of some of the principals of these schools have been awakened, and inquiry has been started whether in addition to scholastic equipment, they may not do something directly in training these embryo teachers in the schools under their charge, in the theory and art of teaching. Some tentative experiments are already being made in the direction indicated.

The practical working of the law relating to free high schools has developed defects in some features which need careful and immediate attention by the legislature. These may be enumerated as follows:

I. Adequate provision should be made for definite, intelligent, and thorough supervision of these schools.

II. More definite provision should be made in relation to the minimum number of attendants necessary to entitle schools to participate in the aid extended by the State.

III. No certain method of qualifying teachers for these schools by special examinations is now provided, and the law is ambiguous as to whether graduates of colleges and normal schools of states other than our own, are to be recognized as qualified for these positions.

IV. No means are provided for the dissolution of high school districts formed from two or more towns, or the withdrawal of one or more such towns, after having been organized by vote of the electors of the several towns.

The necessity of provision for supervision arises from the fact

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that it is an open question whether the county superintendents have any supervisory jurisdiction over these schools, and the importance of securing, through constant oversight, adherence to prescribed courses of study, thoroughness and honest completion of work in such courses, as well as mere formal official adoption of the courses prescribed. The courses of study advised or approved must necessarily be limited to a minimum in branches and in time devoted thereto; but the value of the schools must be determined by the products, and these should not be left to the whims, caprices or prejudices of local authorities.

The law now provides that at least twenty-five pupils must be prepared, by successfully passing required examinations, to enter upon high school work before such a school may be organized, but makes no provision for requiring that, or any other definite number, as a minimum the school must have of actual attendants, to entitle it to aid, or that classes in all parts of the course shall be actually organized, as conditions of continuing to receive aid. This makes it possible for schools to receive aid which only furnish instruction in the first year of the course.

As upon the teachers of these schools largely depend their success and usefulness, the importance of vesting responsibility for determining their qualifications in competent hands is apparent.

It is therefore urgently recommended that provision be made for such supervision of high schools as will ensure information concerning their organization and management, and the number instructed in the various divisions of the courses of study, inspection of the class work, and of the final examinations, and the proper qualification of teachers employed.

In view of the close relation of these schools to the matter of a supply of teachers for the common schools, it is recommended that including instruction in theory and art of teaching in the courses of study, and the examination of teachers in those subjects, be made imperative.

So fruitful of good results hitherto, and so promising of wide and beneficent influences in the future, have these schools become, that the question suggests itself whether it is not sound policy, as well

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as an act of justice, to take immediate steps to extend the benefits of similar schools to that part of our population entirely rural in its character. The entire direct benefits of these free high schools for the six years since they were authorized, and during which they have been aided by appropriations from the general fund of the State, have been enjoyed by residents of cities and villages, and such as live adjacent thereto. These already had a system of graded schools, maintained for longer terms yearly, and instructed as a rule by teachers of more experience and learning, and under closer supervision. But the money used in thus aiding these schools has been derived from taxes levied upon all the property of the State. The poorest farm in the remotest district has paid an equal per cent. upon its value with the property adjacent to the best school in the State, for this purpose. The appropriation is so small, that after the villages and cities had organized under the law, it was readily seen that the multiplication of such schools in rural districts would result in so diminished an amount which each would receive, as to destroy the effectiveness of the incentive to assume greater burdens of taxation by such localities. Besides, the scheme itself was experimental; time alone could determine whether it was adapted to the conditions, or would commend itself to the approving judgment of our people.

Having successfully passed the stage of experiment, and the continuance of the present system being determined, the present appears to be an auspicious time to extend the same, by making an equal appropriation in aid of free high schools which may be established in towns now having only common district schools.

A brief consideration of the isolation of many towns in this State, of their remoteness from schools of high character, of the inability of the great majority of the population to send their children away from home to attend school, by reason of the expense of so doing, and because they cannot entirely dispense with their assistance in the labors incident to the home, as well as a consideration of the fact that a very large proportion of the teachers of the country schools are now and for a long time to come will be trained for these positions only in the schools of the neighborhood

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where they reside, leads inevitably to the conviction of the desirability of establishing schools of higher grade in close proximity to the homes of the rural population, as a means of more certainly and more widely disseminating general intelligence, cultivating and increasing the educational spirit, and promoting the efficiency, by improving the character of the common schools. It is believed that no one thing would so favorably affect the consideration of a township system of school government, and the introduction of, and adherence to a course of study for the ungraded schools, as the establishment of free high schools in towns having only mixed schools maintained by school districts.

A simple computation will illustrate the practicability of reaching nearly every portion of the State by the measure proposed. Such schools would ordinarily be maintained for five months in the year, at an expenditure for instruction of not to exceed three hundred and fifty dollars each. If we exclude the thirteen counties which now have three or more free high schools, and estimate that in each of the remaining fifty-one counties three towns would be induced by the proffer of aid to establish free high schools, the expense would aggregate \$53,550, and the appropriation of \$25,000 would be sufficient to pay nearly one-half of that amount. It can hardly be doubted that at an early day this incentive would be sufficient to induce at least the organization of that number of schools in rural districts. Already in thirty of these counties one or two free high schools are now organized. These, supplemented by such as would be organized under the system herein suggested and recommended, would do much toward supplying the lack of opportunity for acquiring a good common school education now so consciously existing in many parts of the State, and at the same time become a prolific source from which better qualified teachers for the common schools would be obtained.

The necessity for this class of high schools is strongly enforced by the fact, apparent from the general statistics and from the report of the institutes held during the year, that the teaching force in the country schools is largely made up of females, and the disinclination and inability of a large proportion of these to go a great dis-

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tance from home to obtain preparation for the work of teaching. If no other facilities are afforded, the only schools in which they will be fitted for their future vocation will be those in which they are soon to teach.

COUNTY SUPERINTENDENTS.

By the reports received, it appears that the number of different schools visited by the county superintendents during the year is 4,896. The number of visits to these schools made by the county superintendents is 7,575.

These statements represent but a small part of the work required of these officials. The examination of teachers, the arrangement for, and attendance upon teachers' institutes, the collection, correction and tabulation of statistics required for annual reports, the mediation required by controversies arising in school districts, and the advice and assistance in erecting new school houses, and in obtaining satisfactory teachers, called for by many school districts, make large demands upon time, and require intelligence, good judgment and tact, and are all necessary and important duties imposed upon the incumbents of the office.

From every quarter of the State, have come reports of the great lack of teachers for the common schools. The activity in all departments of industry and commerce has opened avenues for more congenial and more remunerative employment for a large number who have hitherto been accustomed to teach, at least for a portion of the year. This has resulted in applications for teachers' certificates by a large class of young, inexperienced, and inadequately educated persons, and in a strong pressure upon county superintendents to lower the standards of qualification to meet the exigencies of the case.

The impression seems to prevail, that one of the imperative duties of the county superintendent is to issue certificates in number equal to the number of districts requiring teachers, and that a refusal to do that is an unreasonable and arbitrary procedure. Too few realize that all that can be required of the superintendent, is to fairly test the qualifications of applicants for certificates, and write the decision, based upon the evidence furnished by the candidates

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themselves. There is need of more general and more decided conviction, that the most effective way to secure an ample supply of efficient teachers, is to make the business reputable, by high standards of competency; equally remunerative with other callings of no greater responsibility and requiring no higher order of ability; and attractive by such appointments and facilities as are essential to doing good work.

During the year efforts have been made to secure more uniform standards of qualifications of teachers, and more intelligent appreciation of tests suitable to be applied in examinations by county superintendents, and also to promote effective and systematic attention to the general work of school supervision. As a rule, the county superintendents have cordially responded to these advances of the state superintendent, and evinced a desire to avail themselves of all helps in the delicate duties of their position.

A circular to county superintendents has been issued, outlining a general plan for conducting examinations in elementary branches, and indicating the judgment of the state superintendent upon the minimum qualifications deemed essential in any candidate for the position of teacher. It is in contemplation to arrange a series of district superintendent conventions, in order to personally meet the county superintendents, that through conference, mutual understanding and co-operation may be established.

#### EDUCATIONAL MEETINGS.

The Wisconsin Teachers' Association still maintains a vigorous activity, and is doing much to promote fraternity and a professional spirit among the teachers of the State. During the year, the usual annual and semi-annual meetings were held; the former at Janesville in July last, the latter at Madison in December last.

At the annual meeting Prof. C. F. Viebahn, of Watertown, was elected President, and Warren F. Brier, of Plymouth, was elected Secretary for the present year. The papers read at these meetings, the discussions thereon, the lectures provided, and the exemplifications of actual work in the schools and by the pupils, can but vastly widen the outlook, and increase the efficiency of all in attendance.

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A noticeable and commendable feature at the annual meeting in Janesville, was an industrial exhibit made by the pupils of the schools of that city, under the supervision of Supt. R. W. Burton, and his associate teachers, which included not only specimens in drawing, penmanship, composition, etc., the immediate products and results of work in schools, but also products of handicraft, showing acquaintance with the mechanism and skill in producing implements, machines, furniture, decorative, culinary and house-keeping articles.

In conjunction with the meetings of the Teachers' Association, there have also been held conventions of city and county superintendents, for the discussion of various phases of work incident to their vocation, and comparison of views and experiences.

While much interest has been elicited at these conventions on the part of such as were present, the brief time that could be secured for the sessions, and the small number in attendance, have prevented their becoming as widely useful as it is desirable such conventions should be. At the last convention action was taken looking toward holding several conventions in different parts of the State, composed of superintendents in the vicinity of the place of meeting. It is believed that through this means greater unity and system can be promoted, not only, but the value of the general conventions increased.

#### TEACHERS' INSTITUTES.

This branch of educational work is carried on, as provided by law, by the State Superintendent, conjointly with the Board of Regents of Normal Schools, the latter annually appointing a committee to co-operate with the State Superintendent.

This special branch of the normal service has been carried on during the year according to the syllabus, by the conductors. This syllabus was largely devoted to the grammar, or more advanced grade of work in the district schools, and its connection with the work in preceding years, being to some extent a review of the last two years. During the last three years all the course of study usually embraced in the ungraded schools has received attention in

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these institutes. Efforts have been made to impress upon teachers the limits and character of work proper to be undertaken in our common schools, the best methods to promote continuous and progressive work throughout the school life of a pupil, thereby inducing the best results in mental preparation and discipline, needful to all good citizens.

A special meeting of the regular institute conductors was held in Madison, in connection with the executive session of the State Teachers' Association, December 26-7, 1881. At this meeting, schemes of work upon the several branches in the third form were presented by the several conductors, and, after full discussions, were determined upon by the conductors and the committee acting jointly. These schemes were printed in pamphlet form, together with directions and instructions by the committee, in the usual form in which the syllabus of instruction has heretofore been published.

These were distributed for use in the spring institutes, and a sufficient number was retained for use in the fall institutes.

The committee appointed forty-two institutes for the summer and fall series, and fourteen for the last spring series. They were held in fifty-four counties and superintendent districts, and were in session eighty-seven weeks. There were employed four regular and twenty-seven assistant conductors.

In twelve counties or superintendent districts no institutes were held which received aid from the state, but in two or three of these counties institutes were held by the county superintendents without aid from the Normal fund. The counties of Richland and Vernon, each held two institutes during the year. The remaining fifty-two counties in the state held during the year, each one institute.

The number of institutes held this year was the same as held last year, and extended over eight weeks less time.

In all the institutes there were enrolled 694 males and 2,879 females; total, 3,573, which is 184 less than the number reported last year.

The number in this statement is less than the actual enrollment,

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since it does not include the number of persons enrolled in the institute held in the spring at Stoughton, Dane county.

The state appropriated for institutes the past year \$2,000.00; the Normal School Board \$5,000.00. The total amount of the funds placed at the disposal of the committee was \$7,000.00. The amount expended was \$6,527.89.

The disbursements of the committee are classified as follows:

Salaries of the regular and assistant conductors .....	\$3,830 00
Expenses of these conductors .....	1,787 34
Incidental expenses.....	910 55
Total.....	\$6,527 89
Balance unexpended .....	472 11
	<u>\$7,000 00</u>

A marked feature of the institutes is the decreasing number of male teachers in attendance, as shown by the following statement, giving attendance for the past four years:

1879.....	1,405
1880.....	1,134
1881.....	778
1882.....	694

This decrease may be accounted for by the demand for labor in other vocations, offering better wages and more permanent employment.

Teachers' institutes have become a well established and important factor in our educational system, and should continue to receive the fostering care of the state. In these institutes a large proportion of the teachers of our common schools assemble to receive instruction adapted to their wants, and to make better preparation for their profession. They receive a knowledge of the best known methods of teaching, and carry these ideas and methods into their school rooms, where they put them in practice. The institutes are mainly conducted by men of high attainments and large pedagogic experience, and their influence, added to that of the Normal Schools, is clearly manifest in the improved character of the public schools throughout the state.

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*Amendments — Map of Wisconsin.*

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## AMENDMENTS OF THE SCHOOL LAWS.

Besides the changes hereinbefore recommended to be made in the law relating to free high schools, the following amendments are recommended:

By section 554, R. S., the State Superintendent is forbidden to include in the annual apportionment of the school fund income, any town, city or village "which shall have failed to raise by tax during the preceding year for the support of common schools therein, a sum equal to *one-half* the amount of its share from the school fund income." By section 1074, R. S., the county boards are required to determine at each annual meeting "the amount to be raised by tax in each town for the support of common schools therein for the ensuing year, which shall not in any town be less than the amount apportioned to such town in the last apportionment of the school fund income." To avoid misunderstanding these statutes should be made to agree.

No little confusion and difficulty arise in some parts of the State by the habit of persons elected as school district officers absenting themselves from the district for a considerable length of time, at some seasons of the year, without actually removing from the district, and thus creating a vacancy in the office. Authority should be given to a majority of the district board to declare a school district office vacant whenever the incumbent has been absent from the district for thirty days continuously.

Under the present township system of school government, no provision is made for filling a vacancy in the office of secretary of the town board of directors. As the secretary is the principal executive officer of the board, it becomes imperatively necessary that authority to elect a secretary to fill the office, when a vacancy occurs, be conferred upon the town board of directors.

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MAP OF WISCONSIN.

During the year ending December 10, 1882, thirty-five copies of Nicodemus & Conover's Map of the State have been sold to school boards and public officers. The price per copy was \$4. The avails

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*Webster's Unabridged Dictionary.*

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of the sales, \$140, have been deposited with the State Treasurer, and his receipt therefor is on file in this office.

Since these maps were purchased by the State, new counties have been formed, and the boundaries of others have been changed. No law authorizes the State Superintendent to procure the changes made necessary to show existing sub-division into counties. But through the courtesy of Hon. E. G. Timme, Secretary of State, a competent draughtsman from that office has been detailed to make the changes upon the maps sold during the year. One of the principal uses now made of maps in the schools, is to teach the commercial importance and relations of different places and sections, and the means of communication between points having natural business relations. As a basis for extended knowledge upon this subject, as well as for the purposes of general information, and training in habits of attention and inquiry, this method of treating the geography of Wisconsin is worthy of encouragement. No better means to this end suggests itself than that of furnishing to school districts through this office the railroad map of Wisconsin, prepared to accompany the annual report of the Railroad Commissioner. In no other way can the schools be so cheaply and uniformly furnished with a reliable map of this character, and I recommend the appropriation of the small amount necessary to enable the State Superintendent to furnish each school district in the State with one copy.

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WEBSTER'S UNABRIDGED DICTIONARY.

January 2, 1882, my predecessor in office delivered to me 54 Webster's Unabridged Dictionaries, the balance remaining on hand, at that date, of the number purchased for distribution to school districts. During the year ending December 10, 1882, 400 Dictionaries have been purchased under the provisions of chap. 45, general laws of 1882, making a total of 454 received during the year. Of this number 171 have been furnished to school districts which had never received a Dictionary from the State, 231 have been sold to school districts which have formerly been furnished, and 52 remain on hand at the date of this report. The amount received for the Dictionaries sold, \$1,617, has been paid to the State Treasurer, and his receipts therefor are on file in this office.

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*Change of Text Books.*

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## PLANS AND SPECIFICATIONS FOR SCHOOL HOUSES.

My predecessor, in the annual report for the year 1881, published an elaborate discussion of improved plans for school buildings, and the best methods for lighting, heating, ventilation, and seating. This was the result of great labor, extensive inquiry, and careful consideration of the whole subject, included valuable suggestions, details and specifications, and was fully illustrated. A large edition of the matter included in the discussion was published in a separate pamphlet, and widely distributed among mechanics and school officers. A considerable number of these are still on hand, and will be furnished upon request.

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CHANGE OF TEXT BOOKS.

By sections 440 and 514, Revised Statutes, district boards and boards of education are authorized and required to determine what text-books shall be used in the schools under their charge, and are forbidden to change any text-book within the term of three years from the time of the adoption, or thereafter without the consent of the State Superintendent. Where consent is sought for change in text-books, I deem it in harmony with the spirit and letter of the law to require,

1st. That the resolution making the change shall be adopted at a legal meeting of the board.

2d. That, other things being equal, as little expense as practicable shall be entailed upon the patrons.

3d. That regard shall be had to the merits of the books, and that if the change is sought to be made in the interests of better books, the superior merits of the books proposed to be introduced shall be stated.

4th. That the change shall not be against the pronounced public opinion of the locality interested.

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*Official Labors.*

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**EXAMINATION FOR TEACHERS' STATE CERTIFICATES.**

The annual examination of applicants for these certificates was held four days, in Madison, beginning August 9th, 1882, and was conducted by Prof. Jesse B. Thayer of River Falls, Prof. E. Barton Wood of Racine, and Supt. John Nagle of Manitowoc.

August 12th, the examiners made the following report to the State Superintendent:

"The rules and regulations of the preceding examinations were adopted for the control of this, except that 70 per cent. was required as the minimum standing upon those branches additional to those required by law for the first grade county certificate.

"There were eleven applicants, of whom seven appeared for the first time, and four appeared for the purpose of raising the standing of a preceding examination.

"As the result of our examination on the basis above indicated, we have agreed to recommend as follows: For the Unlimited Life certificate — Mrs. Katharine Lyon Schuler, Milwaukee; Charles H. Keyes, River Falls, Wis.; George A. Rogers, Kenosha, Wis.; L. L. Clark, Whitewater, Wis.; Joseph H. Gould, Oconto, Wis. For the Limited Certificate — Thomas Burke, Watertown, Wis.

"Mrs. Katharine Lyon Schuler presented a certificate of graduation in the elementary course of the Oshkosh Normal School, and requested an examination in the additional subjects required for a life certificate. The Board granted an examination as requested, and satisfied themselves that in her case no re-examination was necessary, by this Board, in the subjects covered by her Normal School certificate.

Certificates have been issued to the persons named, in accordance with the recommendations of the Board of Examiners.

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**OFFICIAL LABORS.**

Entering upon the duties of this office at a date when one-half of the period had passed during which schools were in session for the year covered by this report, less time has been devoted to visitation among the counties of the State than is desirable, or, it is

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*Official Labors.*

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hoped, is feasible in the future. Twenty counties, however, have been reached since January last.

Acquaintance with the details of the administration of the office was an indispensable prerequisite for intelligent and effective general labor. The provision made at the last session of the legislature for an additional Clerk, has relieved the pressure upon time and strength which can be more profitably expended than in merely clerical labor.

Twenty-seven cases of appeals from individuals, and from school district boards, have been adjudicated during the year, which is the same number before the department the preceding year. A very large number of questions arising from the administration of school affairs, are constantly being submitted to the State Superintendent for mediation and advice, which would otherwise result in litigation, or formal appeals. These require much and careful consideration and correspondence, but is an important part of the work of the office, not only because of the direct benefits arising from allaying strife and prolonged contention, but because, indirectly, of the opportunity afforded to discuss officially, with such as have most need of such attention, many of the questions underlying school management, organization and discipline, and the relations which different factors in these questions sustain one to another.

Nearly five-sixths of all children of school age found in any school, are found in the common schools of the state. The constitution and the statutes provide that the State Superintendent shall more immediately and especially have the supervision of the common schools. Whatever relations he sustains to institutions for higher education, are incidental, and because of their connection with the elementary schools. Recognizing these facts, and fully believing that the true interests of all schools for higher education, are most surely and most effectively served, by the general diffusion of a worthy educational spirit, and by the organization and administration of all kinds of schools in conformity with the needs and conditions of the classes for which they are established, I have, as outlined in the foregoing parts of this report, given my attention to such leading features of the school system as promise,

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*Official Labors.*

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under judicious direction, most effectively to contribute to the improvement of the common schools, and, through them, to promote that general intelligence, and appreciation of education, that will insure regard for and liberal support of all the means for its attainment, so wisely and generously provided by the State.

As before stated, during the year effort has been directed to —

I. Promoting the adoption and use of a course of study in the ungraded schools.

II. Adapting courses of study in free high schools to the conditions and needs of the large majority who patronize them.

III. Securing the introduction of professional instruction in free high schools for such as go from them to teach in the public schools.

IV. Securing such measure of professional training as is practicable, during the first year of attendance, for the large class of undergraduates in normal schools.

V. Unifying and systematizing the methods of examination of teachers, and the recognition of just standards of qualifications of teachers.

VI. Promoting co-operation among superintendents, looking to more efficient and intelligent supervision.

For specific information relating to the State University and Normal Schools, reference is respectfully made to the reports of the Boards of Regents having these schools in charge, and the reports of the presidents and boards of visitors, found in the appendix to this report. Special reports from county superintendents are also appended, indicating features of the work coming under their immediate observation.

In the official labors of the year, as well as in the details of office work, I have been cordially seconded by the Assistant Superintendent, Hon. W. H. Chandler. His long and intimate connection with the common and normal schools, his personal interest in them, and his wide acquaintance with the work and workers throughout the State, have peculiarly fitted him to acceptably fill the position, and I deem it proper here to acknowledge the assistance I have received, and the valuable service he has rendered to the State.

ROBERT GRAHAM,

*State Superintendent.*

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*University of Wisconsin.*

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## DOCUMENTS ACCOMPANYING REPORT.

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### UNIVERSITY OF WISCONSIN.

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#### ANNUAL REPORT OF THE BOARD REGENTS.

To His Excellency, JEREMIAH M. RUSK, *Governor*:

The accompanying documents exhibit the financial condition of the University and indicate a satisfactory progress of the institution during the past year in all its educational departments.

Your special attention is invited to the fact that the income of the University from its productive funds proper has been reduced to the sum of about \$30,000 per annum, and that the addition of all receipts from the state tax the last year increased this sum to an aggregate but little more than \$75,000. The Board of Regents are now practically limited to this sum in providing for the current support of the institution, receipts from specific sources being mainly set apart for specific purposes.

While the state seems to realize the many advantages of the University, it seems to be in some degree indifferent to the necessity of providing for its maintenance upon any plan commensurate with the purpose for which the institution was founded and organized. This is a matter in which the state is wholly responsible to itself for its own action. The wisdom and patriotism of a permanent liberality in this department of public duty have been often and urgently presented to those to whom the immediate interests of the University have been entrusted, and past argument is now supplemented by an appeal of the President of the Faculty, in his annual report to the Board of Regents, submitted herewith.

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*University of Wisconsin.*

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It is true that the University was first established by the federal government, and that all the income now received for its regular support is derived, directly or indirectly, from the original grant of lands by congress or from private endowments. But it is equally true that the establishment and maintenance of the University is made an imperative duty of the state, in the fundamental law creating the state, and that the support of the University is as much a public duty and obligation as the support of any other integral portion of the state government.

Fortunately, every interest of the state and its population combines to encourage and enforce this view. The obvious tendency and disposition of the age is towards the acquisition of direct practical results in the higher departments of education, and the University is organized, in a large degree, in harmony with this tendency and disposition. Courses of instruction in agriculture and the mechanic arts are conditions of the organization imposed by the laws of both the nation and state, and if either of these two and equally important departments fail to produce large returns to the state in material prosperity and taxable resources, it is not the fault of those to whom the government of the University has been entrusted.

The buildings required by the University are now substantially ample and complete, for present purposes. Further appropriations from the state in that behalf are not positively necessary, except by way of completing the plan adopted for the renovation of University Hall, involving but a comparatively trifling expenditure. In addition to any necessary provision in that particular, it is suggested that an appropriation by the legislature, sufficient to provide the students of the University with ample grounds and other conveniences for military and gymnastic exercises, would be expedient and economical at the present time.

Besides the documents ordinarily included, heretofore, in the annual report of the Board of Regents to the Governor, this report includes the annual report of the professor of English literature, and that of the superintendent of the machine shops. The considerable changes which have been introduced in the methods of

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*University of Wisconsin.*

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teaching English literature in recent years, especially in the University of Wisconsin, have justly tended to increase public interest in that department, while the subject of instruction in practical mechanics is rapidly commanding that rank in public estimation to which it is entitled by the rapidly growing mechanical industries of our state. Further reports from the director of the observatory and from the professor of agriculture, with the permission of your excellency, may be submitted at a later date for separate publication.

During the past year, the Board of Regents has been called upon to mourn the departure from earth of its only life member, ex-Gov. C. C. Washburn, the founder and patron of the astronomical department of our University, and, in the extent of his donations for the benefit of public education, the most distinguished citizen of our state. Because of the purity of his public and private life, of his enlightened beneficence and unselfish devotion to the public welfare, we all have sufficient reason to regret his death and honor his memory.

Respectfully submitted.

GEO. H. PAUL,

*President of the Board of Regents.*

MILWAUKEE, November, 1882.

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REPORT OF THE PRESIDENT OF THE UNIVERSITY  
TO THE BOARD OF REGENTS.

*To the Regents of the University of Wisconsin:*

The most marked and satisfactory external event in the history of the University, for the year closing with September, 1882, has been the renovation of University Hall. This hall, which has always been the very centre of our work, and must long remain so, has given, by its inadequacy, its bad sanitary conditions, and its want of fitness, great vexation. Much prejudice has existed against it, and many were ready to regard it as incapable of any satisfactory reconstruction. The sum asked of the legislature for this

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*University of Wisconsin.*

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purpose was \$15,000. Only \$10,000 were granted. No contractors were willing to undertake the work for this sum, even with the omission of furniture and heating apparatus. The labor, therefore, was put, by the Regents of the University, under the charge of Mr. Davenport, and by his energy nearly completed at the close of the summer vacation. This policy has been abundantly justified by the results. The hall has been renovated, and the furniture purchased by the appropriation made by the legislature. The improvement in the hall is surprising and exceedingly gratifying. It now affords sixteen large and inviting recitation rooms; eleven pleasant private rooms; two large halls for the literary societies; and an airy and not unpleasant interior arrangement of passage-ways. Only one thing more is wanted—and this is greatly wanted—to complete the work: the means of properly ventilating and heating the building. These means being secured, University Hall will render us superior service for many years. We shall ask aid to this extent of the coming legislature with entire hopefulness.

A grave question is pressing increasingly into the foreground with each succeeding year, the proper method of enlarging the income of the University. The University cannot continue its present growth with an inelastic income, and one liable even to unexpected reductions. Those who intelligently interest themselves in the work of public education are so satisfied of its great intrinsic value, and of its value when compared with the other interests that occupy the attention of the state, as to be wholly willing to meet all necessary expenses. They feel that money can in no way be more wisely and safely employed than in sustaining sound instruction by the people for the people. Till that preliminary principle is settled, we must expect vacillation and partial failure. When it is once settled in men's minds, they are prepared for the increasing claims which thriving institutions of learning, especially higher ones, are making and must necessarily make. They cease to regret that prosperity which calls for more expenditure.

The progress of the University in the past few years, in the variety and the quality of instruction which it is prepared to give, has been very marked. This growth has involved a steady subdi-

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*University of Wisconsin.*

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vision of departments of instruction, and a constant increase of the corps of instructors. We have now reached a point from which we not only cannot advance, but which we cannot readily maintain, without an enlarged income. In seeking the growth of the University — that growth which enables it to offer to the citizens of Wisconsin advantages for the higher education of their children fairly comparable with those elsewhere found in the United States — we have been compelled to increase expenditure, while the fixed funds of the University, held by the state, have partially missed investment, and so have failed, for a series of years, by several thousands, to yield their ordinary income.

Unfortunately this loss has fallen most heavily on the agricultural department. We have found more difficulty in securing the growth of the University in this direction than in any other. Other lines of instruction, full of eager claims prompted by the necessities of students already on the ground, have shot ahead, while agriculture, in itself secondary to no other interest in the state, has, through the want of students, received less attention than any other department. We are now doing all that we can to correct this failure. We have occasion, though the number of agricultural students is still very small, for an increased force of instruction in this direction. This we wish to supply without undoing the work already done in other departments.

There are two questions which the citizens of the state have to answer: first, How shall that steady increase of funds be provided for which is demanded by a continuous and reasonably rapid growth of the University? and second, How shall the agricultural department of the University be so strengthened as to make it fulfill its purposes under the gift of congress and its organic law?

The first of these questions would hardly have arisen, if the state had been wisely faithful to the gift of the lands made it. Failing in this, its first duty, the state has in hand its second duty of providing a liberal and elastic income for the necessary wants of the University. The state grows, wealth grows, society grows, education grows, and the University must grow with them. Least of all, can education be left to famish. It must have more, or we shall be impatient of what we now give it.

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*University of Wisconsin.*

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The second question, the growth of agricultural instruction, is one which economy and wisdom demand should be settled, if possible, on the basis which the state has already assumed. If a division of these two interests, general instruction in science and special instruction in agriculture, is insisted upon, at this late stage, greatly increased expenditure on the part of the state must attend the division, or both interests will immediately suffer and be very much narrowed. It is a just claim that more should be done for agriculture, but it is a claim the state ought, if possible, to meet in its present line of effort. If it cannot, it must face the alternative either of a fatal crippling of its highest institutions of learning, or, of a very large increase of expenditure in separate institutions of agriculture and science.

For these reasons, it is plain that the time has come in which the state must consider the fitness either of a direct annual appropriation to the agricultural department, or of a further increase by taxation of the general income of the University.

It is carelessly thought and glibly said by some less familiar with higher education and its necessary conditions, that the number of instructors in the University is too great, and could readily be reduced. Undoubtedly it could be reduced, but not without an immediate loss of the gains already made in the character of instruction offered by us, and a rapid deterioration of the University as an exponent of higher education. Instruction of a superior order cannot reasonably be looked for without its own proper appliances, and that undivided attention of each instructor to his own topic which enables him to master it. If we wish a professor to teach two, three, four, five subjects, he can doubtless do it, but he can bring to each of them only a fraction of the power which he might, under more favorable circumstances, devote to any one of them. If we enter on this policy we should distinctly understand it to be one of repression and apology, and not one of power. We are to remember that the University represents the highest educational work that the state is doing, or purposes to do, and that it does not so much stand in competition with any work within the borders of the state as with those strong institutions which the

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*University of Wisconsin.*

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older states have built up so deliberately and so wisely. The University of Wisconsin is no longer comparable, in the number of topics and the extent to which they may be pursued, with any of the colleges within the state, excellent and valuable as some of these are. The University must be judged on the basis of the broader variety and higher grade of instruction offered by the best institutions of this country. So judged, it is very plain that we have not, in the University of Wisconsin, run either ahead of the real wants of the state, or made of education an enervating luxury for the pupil or for the professor.

The professors of the University are expected to be in the recitation room on an average of three hours each day. This is a larger service than is usually required in higher institutions. It is plainly too heavy rather than too light a labor. The maximum of efficiency in instruction can hardly be reached with three hours of active work in the recitation room each day. A lawyer may argue two cases in one day, but both of them are likely to suffer thereby. Not till the hour of instruction is regarded by the instructor as one of critical and earnest action, calling for thorough and extended preparation, will instruction be of a superior order. The nervous system of most men cannot retain its elasticity, day after day, for three successive hours under the tax of this style of work.

Not till the present year have we been able to assign so important a department of instruction as that of botany the uninterrupted services of one man. Such an incongruous admixture of work as Latin, political economy and logic still remains uncorrected.

A convenient test of the relative size of an instructional corps is the ratio which it bears to the number of students. We have one instructor for thirteen students. The University of Michigan has one for about ten students. If we were to go east to Cornell, Yale or Harvard, we should find the ratio still further enlarged. We are also to remember that this ratio of one to thirteen might easily become with us one to fifteen or sixteen by a simple increase of students on our present basis. We necessarily provide a corps of instructors in advance of the full number of students whom

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*University of Wisconsin.*

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they can successfully instruct. A considerable increase of students with us would be accompanied with no corresponding increase of professors, and would not reduce the efficiency of our instruction.

Above all it is plain that we are not led by a foolish ambition to push the University in advance of the wants of the state. We gather our students chiefly from our own high schools, and keep open the doors of admission for all who have used with fair faithfulness the proper advantages of these schools. Nor do we form classes in advanced work save in obedience to an actual demand, or, as in the case of agriculture, when it is obviously important that such a demand should be called out. We invite especial attention to the moderate and careful spirit with which the University addresses itself to existing facts and the actual wants of the state.

In two respects we may be thought to have gotten in advance of the state. The first is the abolition of our preparatory department; and the second, the number of elective studies now offered in our several courses. Our preparatory work was suspended in obedience to the wishes of those who represent the high schools of the state. This was not done too quickly for the interests of the better class of schools, but was done somewhat too quickly for students who do not directly enjoy the advantages of high schools of the better order. We have suffered the disadvantage in the University of the want of preparatory work in a slight reduction of numbers in our collegiate courses. The question of the continuation or suspension of this preparatory work was one of conflicting claims. Whichever way we answered it, some evils were sure to follow. The answer given was plainly not very much at fault. The terms of admission to the University will doubtless remain about what they are for a considerable period, and secondary schools will in the mean time be multiplied and made firmer in their work.

We have striven to grant that measure of election in studies which quickens the student without distracting his efforts and so reducing their value. No course of study can be equally well fitted for all minds. A general and fixed method overlooks individual tastes and individual aims. On the other hand, specific

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*University of Wisconsin.*

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objects and peculiar aptitudes need to be sustained by general discipline and by broad knowledge. While the student should find liberty given to his own enthusiasm, he can hardly be left wholly to that enthusiasm. If the injunction of Democritus is true: "Do not seek to know all things or you will be ignorant of all," Aristotle's statement is not less true, "Special points will be judged best by him who has received special education, and general questions by him who has been generally educated." As specific points are constantly uniting themselves to general ones, the student will not be able safely to pursue his own theme continuously without he can trace these, its more indirect dependencies. Especially in our time, do we need to do much for general knowledge, general convictions, general manhood. Many most perverse social and spiritual judgments are springing up on every side as the narrow and opinionated conclusions of specialists. Moral education — the demand for which is being daily felt with increased intensity — is much more closely allied to general than to special knowledge. The same, therefore, is true of manhood. This preëminently turns on the ability to give a sound theoretical and practical answer to those general questions which touch our relations to our fellow-men. No special knowledge, however accurate, can at all cover in education the want of quick and just social, moral and spiritual perceptions. While, therefore, we grant our students a very considerable circle of electives in their work, we have striven not to leave them ontirely at sea in the general order and arrangement. The vice of the youthful and ardent mind, that of precipitate, narrow, and unguided action, is, in this way, readily enhanced. The University aims to do a good work for the state, and to do it soundly and broadly, preparing the way for useful citizenship. In this labor, it covets the interest and the aid of all good citizens.

JOHN BASCOM.

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*University of Wisconsin.*

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REPORT OF THE BOARD OF VISITORS FOR THE YEAR  
1881-82.

MADISON, WIS., June, 1882.

*To the Board of Regents of the University:*

The Board of Visitors to the Wisconsin State University respectfully submit the following report to the Honorable Board of Regents:

Without preface or preliminaries we come at once to certain practical suggestions which our careful observation of the workings of the institution and our experience as educators enable us with confidence to make.

I. We deem it of the first importance to the prosperity and highest usefulness of the University that a uniformly firm, yet kind and parental, discipline should prevail in every department. The students who fancy that the burden is put upon them to decide questions of policy in the administration of the institution, are little likely to get the full benefit of that thorough intellectual training which the state aims without stint or grudging to afford to them. Since all appropriations from the public treasury for educational purposes are made upon the assumption that popular education is promotive of social order and good government, it is manifestly important that the discipline of the institution itself should be directly conducive to this end. Instead, then, of any of the professors in a state institution feeling somewhat less secure in their position than those in other colleges, and in some measure dependent upon that popularity with pupils and parents which is sometimes supposed to come from laxness of discipline and the assignment of light work, it seems to us desirable that the strict disciplinarian should be honored and sustained by the Board of Regents, as he deserves to be honored alike by pupils and parents.

Whenever the student fails gratefully to appreciate the generous provision made by the taxable inhabitants of the state for the liberal education alike of all, and assumes that it is something to which he not only has a right, but that it is his province to help to

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*University of Wisconsin.*

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administer it, he most of all needs to be taught some wholesome lessons of reverence for authority, and of gratitude for benefactions.

II. Next to the maintenance of good order in the class room and on the grounds of such an institution, it is important that special attention should be given to the sanitary regulations which may best secure a sound mind in a sound body, and enable every student to do the work of life in the fullest force for the longest time.

Familiar practical lectures are now given, which doubtless are of great value in their suggestive hints respecting the habits, manners and morals of the students. But we deem it a question worthy of consideration by the Regents, whether a more thorough course of lectures on physiology and the laws of health, and on proper habits of study, may not be desirable for all, and whether provision should not be made for one or two lectures to the sexes separately, with reference to matters of special interest and importance to them. If but one or two each year can thus be saved from breaking down and dropping out of the course through ignorance of the laws of health, and through neglect of proper habits of study, it will be well worth the special attention to this subject which we recommend.

III. Care should be taken in the conduct of the Ladies' Hall that it be run upon the principle that it is a home rather than a hotel. It should afford home influences and safeguards and wholesome restraints kindred to those which it has enjoyed during the past year, and which have done so much to give confidence to discreet parents and guardians, that daughters and wards placed in the institution will be required to observe the proprieties essential to the best of homes, and to exercise that discretion and lady-like dignity of deportment which may be so important to reputation if not to character.

IV. If the students in all departments came to the institution ten or fifteen years later in life, they might with more confidence be trusted without careful supervision to improve their opportunities, to prize their privileges, and of their own accord to avoid such habits as damage scholarship and jeopard character. Taking the

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*University of Wisconsin.*

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facts as they are, and not assuming some theory as to inherent manhood and self-control which the facts will not always sustain; it seems to us important that every instructor should esteem it a duty and privilege to be helpful to those under their care in the kindling of worthy ambitions, and exerting over them a salutary moral influence. The responsibilities and opportunities of the educator are not confined to the class-room; they do not terminate with the recitation hours. If the highest idea of educating is that it is character building, then the careful supervision of manners and habits, as also the inculcating, without sectarian bias, of correct moral principles, is of great importance.

V. With the growth of the state and the increasing numbers in attendance, it is a pressing necessity that some of the accommodations should be greatly improved as well as enlarged. The recitation rooms in the main building are many of them quite too small, and are so destitute of any proper appliances for ventilation as themselves to be an impressive object lesson on the need of sanitary reform. Very many of the costly school buildings in the state have been constructed without any provision for ventilation other than the very primitive and criminally stupid method by way of the windows, which are kept closed as long as the air is endurable, and then suddenly thrown open to admit a draft upon the unprotected heads of the over-heated children. But better things ought to be expected of the architects of a State University. Your committee observe the same defective ventilation in the dormitories, as also the sadly incomplete provision of bath rooms and convenient water closets in connection with the various buildings.

VI. Many of the recitation rooms require new and improved school furniture to place them on a level with the recitation rooms of the high schools of the state, not to speak of the better class of common schools, most of which have far better furniture than is to be found in a number of the class rooms of this institution. For pupils of both sexes to sit on hard corduroy seats, several hours each day, painfully bent over, taking notes of lectures upon books held in the lap, because no convenient desks or arm rests are provided, is a needless doing of penance.

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*University of Wisconsin.*

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VII. We call the attention of the Regents to the meager supply of books of reference in the library, more particularly in the Ancient Classical course. There should be no lack of collateral aids to the more diligent students desiring to know what may be known of the topography, history, customs, etc., of the lands and peoples of which they read. It may be well for a special committee of your Board to investigate and report whether there is a like lack of reference books in other departments. Since these are the tools which must be used in securing the ripest scholarship, they are of the first importance in selecting a university library.

VIII. The point at which the University seems to us to be weakest is in its inadequate provision for a full teaching force in the Agricultural Department. True, there are but few students pursuing this course. But this may be because but one able professor has as yet been secured who gives his time and attention solely to this subject.

We suggest the appointment of a professor of botany, and that more attention be given to instruction in landscape and flower gardening, as also to experiments for the testing of various large and small fruits, with special reference to their adaptation to the soil and climate of this state.

Instead of lagging in the rear, this University should stand foremost in practical helpfulness to the agricultural interests. The experiments of Pasteur and others in France, searching for the causes of splenic fever, anthrax and other malignant epizootics, conducted with so much success during the last decade, by which millions of property have already been saved to the common wealth of the European nations, are an eloquent hint of what might be and what ought to be done here, where an excellent laboratory and kindred appliances are already provided, waiting only the intelligent eye and the skillful hand to secure that saving of human and animal life which may a thousand times repay the state for all it has expended upon the entire University.

Nearly if not quite all of the class-rooms have been visited, during recitation hours, by one or more of our number, and the methods of the several professors, as well as the quality and de-

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*The Normal Schools.*

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portment of the pupils, carefully noted. But we could not, in a public document, speak of the characteristics of each, without seeming to verge upon indiscriminate flattery, most of all offensive to the subjects of it; while to single out a few as more especially to be commended would be to make invidious distinctions, to the detriment of others whose average of work may be quite as good. Permit us then, in closing to say that the character, diligence and ability of the professors and the generally good deportment of the students are subjects for hearty congratulations.

(Signed)

T. R. WILLIAMS,  
FRANK SILLERS,  
ALMON CLARK,  
GEORGE W. PECKHAM,  
JOHN JOHNSTON,  
E. CORWIN.

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THE NORMAL SCHOOLS.

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ANNUAL REPORT OF THE BOARD OF REGENTS.

To his Excellency, J. M. RUSK,

*Governor of Wisconsin:*

I have the honor of submitting to you the annual report of the Board of Regents of Normal Schools for the school year ending August 31, 1882, accompanied by the reports of the Presidents of the four schools. The report, as will be observed, includes the financial exhibits of the Productive Fund, Income Fund, detailed accounts of the receipts and expenditures of the several schools, expenses of teachers' institutes, and such other information concerning the condition of that part of our educational system under the supervision of the Board as may be deemed of public interest.

The annual and semi-annual meetings of the Board were held in the capitol at Madison, at the times specified by the rule. The routine business of making financial settlements with the schools

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*The Normal Schools.*

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and institutes and providing for future needs was transacted at these meetings. A special meeting was held in the city of Oshkosh, November 22, 1881, for the purpose of considering and approving plans for the new normal school building to be erected in the city of Milwaukee. These meetings were well attended by members of the Board, and much interest was manifested in the welfare and progress of the schools and institutes. Full abstracts of the proceedings have been published.

I have the pleasure of reporting that the requirements of the law (chap. 299, General Laws of 1880), locating the fifth normal school in the city of Milwaukee, have been complied with on the part of the Board of Regents. It now remains for the city of Milwaukee to erect the building, upon the selected site, in accordance with the approved plans.

The furnaces at Whitewater and in the east wing of the Oshkosh building had become so much worn and damaged as to cause fears of danger from fire, besides being wasteful in the consumption of fuel. In these buildings there was practically no ventilation. The Board, at the annual meeting in July last, deemed it imperative, in order to guard against fire and the unnecessary waste of fuel, also to protect the health of the schools, that new furnaces and a better system of ventilation should at once be placed in each. Contracts were accordingly made with the "Ruttan Heating and Ventilating Company" of Chicago, for the necessary apparatus to heat these structures, at the same time to furnish a continuous supply of pure air. The work was completed during the summer vacation, consequently did not interfere with the work of the schools. As this system has been practically tested in the other schools, it is believed that it will perform all that is required of it.

Other repairs, necessary for the preservation of property, have been made at all the schools.

The schools have all been visited during the year by members of the Board, serving upon various committees. These committees report the schools in a prosperous condition, and earnestly endeavoring to perform the work assigned them; that the buildings, grounds and other property are generally in good condition.

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*The Normal Schools.*

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Our Normal Schools are steadily aiming to bring the purely professional element into greater prominence, and each year shows some gain. Progress in this direction must, under the present conditions, be slow.

The only class of public schools in the state that do work preparatory to a more advanced course is the Free High schools. These are organized with especial reference to fitting their graduates to enter upon some course in the University. No considerable number of such graduates design taking up the profession of teaching for such a length of time as would justify them in giving time and means for professional training. Hence comparatively few students enter Normal Schools with scholastic attainments sufficient to enable them to pursue a purely professional course. The few who enter with competent scholastic knowledge usually complete the course in from one to two years. It will therefore be seen that these Normal Schools must, for an indefinite period, remain mixed in character, being both academic and professional. The future, however, is full of promise, and from the most natural source. As the Normal Schools must exert their chief influence upon the country schools, so from that source will their patronage naturally come. The effort so earnestly made by Hon. W. C. Whitford, while State Superintendent, for grading the country schools and providing for them a course of study covering the common school branches, is unquestionably in the right direction. Superintendent Graham has most ably and vigorously taken up the work, and is entitled to the hearty co-operation of every friend of education in his efforts to give the *course of study for the country schools of Wisconsin* a fair trial. Could even a considerable proportion of our school districts send each one student to the Normal Schools, who had been thoroughly prepared in the common school branches, the amount of professional work that could then be done would be materially increased, or rather, much less academic work would be necessary. A thorough knowledge of common school studies is required as a basis for professional training. A student who will faithfully meet the requirements of the course of study for country schools will, on entering a Normal School, be prepared to begin at

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*The Normal Schools.*

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once professional study. Some academic work will still be needed, but the amount will be very considerably diminished. It is believed that the general adoption of the plan proposed in this course of study will result in a marked improvement in common school education, and in furnishing to High Schools and Normal Schools, material measurably well prepared to do the particular work for which such schools are designed.

The Normal Schools are provided with teachers of large pedagogic experience and high attainments in their special branches of study. There are daily lectures on didactics and school management. Students of the advance grades are pursuing a course of practice work in the training schools under the supervision of skilled directors. Hence we expect these schools to give our graduates a training that will fit them for their chosen profession.

#### LIBRARIES.

When the Normal Schools were organized, the Board of Regents adopted the plan of purchasing all text-books at wholesale from the publishers, and renting them at a rate not exceeding three dollars per year, or selling them, to pupils only, at actual cost if preferred. By this plan the pupil is provided with the necessary books for pursuing a course covering a wide range of studies at much less expense than if compelled to purchase at ordinary retail rates. The income derived from rentals and sales is sufficient to keep the text-book libraries replenished, pay the salaries of librarians, and make substantial additions, each year, to the reference libraries; books from which are used by pupils without charge. These reference libraries consist of books that will facilitate the work of teacher and pupil; they are carefully selected by the faculty of the school, and under a rule of the Board, the purchase must have the approval of the resident regent. \* \* \* \* \*

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*The Normal Schools.*


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## ENROLLMENT.

The following table shows the enrollment of pupils in the different departments at the several schools during the past year:

	Normal.	Preparatory.	Grammar.	Intermediate.	Primary.	Kindergarten.	Total.
Platteville .....	191	52	134	36	46	.....	<sup>1</sup> 459
Whitewater .....	253	49	58	52	44	.....	456
Oshkosh .....	324	64	113	33	40	45	619
River Falls .....	180	68	77	40	37	.....	402
	948	233	382	161	167	45	1,936
<sup>1</sup> Deduct twice counted .....							15
							<u>1,921</u>

Being an increase of 83 pupils in the normal and preparatory departments, and a decrease of 60 pupils in the model schools, as compared with the preceding year.

## GRADUATES.

The number of pupils completing the prescribed courses during the year is as follows:

*Elementary Course.*

Platteville .....	13
Whitewater .....	28
Oshkosh .....	13
River Falls .....	12
Licentiates .....	<u>61</u>

*Advanced Course.*

Platteville .....	7
Whitewater .....	14
Oshkosh .....	6
River Falls .....	4
	<u>81</u>

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*The Normal Schools.*


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The total number completing the elementary course since the opening of the schools, is as follows:

Platteville.....	110
Whitewater.....	175
Oshkosh.....	129
River Falls.....	60
	<hr/> 474

Of these licentiates there have since graduated in advanced course from:

Platteville.....	37
Whitewater.....	46
Oshkosh.....	15
River Falls..	12
	<hr/> 110
Number holding certificates only.....	<hr/> <hr/> 364

To the accompanying reports of the Presidents of the four Normal Schools, I invite your attention for further and special information relating to the condition and work of the schools.

Respectfully submitted,

J. H. EVANS,

*President of the Board of Regents of Normal Schools.*

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PLATTEVILLE NORMAL SCHOOL.

Hon. J. H. EVANS, *President of Board of Regents of Normal Schools:*

SIR—I have the honor to submit to you the report of the State Normal School at Platteville, for the year ending August 31, 1882.

STATISTICS.

*Examinations.*

Number examined: Fall term, 80; Winter term, 62; Spring term, 34.

Number admitted to Normal grade: Fall term, 24; Winter term, 6; Spring term, 4.

Number admitted to Preparatory grade: Fall term, 25; Winter term, 24; Spring term, 12.

Number of different persons examined, 165.

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*The Normal Schools.*


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*Enrollment by Classes.*

Fourth year .....	7
Third year .....	19
Second year .....	61
First year .....	104
Preparatory class .....	52

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 Number of different students enrolled in Normal department:

Gentlemen .....	94
Ladies .....	149
Total .....	243

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 Number of pupils enrolled in Training department:

Boys .....	114
Girls .....	102
Total .....	216

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 Classified as follows:

Grammar grade .....	184
Intermediate grade .....	36
Primary grade .....	46

In June, 1882, 7 students completed the Advanced Course, and 13 the Elementary, making the total number who have received the diploma of the Board, 136, while 110 have received the certificate.

Both the diploma and certificate are held by 37 persons, so that there are 73 holding the certificate only.

## LIBRARY.

*Text-Books.*

In the text-book library there are 3,750 volumes, nearly all in fair condition. By far the larger portion consists of text-books in common school studies. Students are not confined to the use of one text-book or series in any branch. Different series are kept on hand, so that the student has at all times, access to the leading authorities on school subjects.

*Reference Books.*

The school has a small reference library classified as follows:

	<i>Vols.</i>
1. Theory and Art and History of Education .....	93
2. Cyclopædias, Dictionaries and Gazetteers .....	85
3. Histories .....	113
4. Educational Periodicals — bound .....	38
5. Public Documents .....	245
6. Miscellaneous .....	563
Total .....	1,187

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*The Normal Schools.*


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In this total are included 235 volumes of public documents, and 52 volumes contributed by various societies, leaving 840 that have been procured at an expense to the school. A Normal School should possess a tolerably complete library of strictly professional works. While it is true that the reading of pupils is almost entirely confined to books of an elementary character, teachers should have access to the more exhaustive works bearing upon the profession. This privilege can be enjoyed only through a school library. The bulk and consequent expense of such works precludes the possibility of private ownership by the teacher. A carefully selected library, well used, makes the most satisfactory returns of any appliance that may be furnished for school use. Teachers and pupils share in the benefits it affords.

The removal of the library to a room used for no other purpose has proved a very acceptable and satisfactory change. Books can now be better cared for than heretofore, and the labor of handling them has been very considerably diminished.

TRAINING DEPARTMENT.

The amount of practice-teaching for the year is as follows:

Number of teachers, Fall term .....	30
Number of teachers, Winter term.....	25
Number of teachers, Spring term....	24
Total for year.....	<u>79</u>
Number of weeks taught, Fall term.....	310
Number of weeks taught, Winter term.....	216
Number of weeks taught, Spring term.....	201
Total for year.....	<u>727</u>

Number of different practice-teachers, 70. Average number of weeks taught by each, 10.4.

The Training Department furnishes to Normal students ample opportunity for practice and observation. This is an indispensable part of a Normal School, and one upon the condition of which depends largely the professional spirit of the school. The recent enlargement of the building leaves nothing to be desired in the way of accommodations for affording the full amount of practice that

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*The Normal Schools.*

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can be profitably carried on. It is pleasant to be able to report the entire school in full sympathy with this peculiarly Normal work. Students engage in teaching under supervision without hesitancy, and with an interest not surpassed in any school exercise. No requirement meets with more ready response, and it is confidently believed that none contributes more to the success of teachers trained in the school. Here the pupil is daily called upon to solve problems that contain most of the elements to be found in the practice of his profession. The teacher is held responsible for the proper management and instruction of the class entrusted to his care. He is therefore expected to do all in his power to make the conditions favorable to close attention and ready and thorough comprehension. As a general guide in class management each teacher is furnished with a printed card, giving the following directions:

*To the Teacher:*

In appointing you to teach this class, it is hoped that you will be satisfied with nothing short of excellence, both in its instruction and management. A close observance of the following directions will contribute to the effectiveness of your work:

1. If at any time absent, furnish a substitute.
2. Meet your class promptly and dismiss promptly.
3. Prepare each lesson with a view to teaching the class in charge.
4. Insist on perfect order.
5. Make no compromise with carelessness or inattention.
6. Accept no excuses after the recitation has begun.
7. Require explicit statements.
8. Assign no more work than can be properly done.
9. Require neatness in all written work.
10. Review frequently.
11. Do not talk too much.
12. Be firm and kind in the management of the class.
13. Make good use of your eyes.

In presenting to the director his plan for teaching a topic, the pupil teacher is constantly called upon to defend his method by

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reference to established principles. The criticisms that follow the recitation are directed to the management of the class, as well as to the manner of teaching the subject of the lesson. Thus an attempt is made to make theory and practice harmonize to the fullest extent, and the pupil learns that a theory is of value to the teacher only when practice brings about the results that the theory had promised. The teacher who, as a result of his experience, may have become settled in his professional habits, is made to examine both his manner or method in the new light which a study of the science of education sheds upon his work as teacher. Thus he is led to abandon the undesirable in his practice, while he is encouraged and confirmed in so much of his method as conforms to the principles of the art. In training teachers who have had experience, there must of necessity be, at times, an uprooting of ideas long and fondly cherished, before more correct views can be implanted. The effort to bring about this change is met, not unfrequently, by a natural unwillingness to abandon the tried and familiar. Now considerable time is needed for the fair mastery of a method, and even then it has to be tested by experiment before the teacher can intelligently decide as to its excellence. This being the case, it is not strange that persons, after a brief attendance at a Normal School, should return to the scene of former labors as teachers without having made any appreciable gain in teaching power. The nature of the work done by these schools is such that it must be done slowly to be done well, and an amount of time must be given sufficient to grasp, in its fullness, a theory of teaching, and to apply the tests which only experience affords. Could some means be devised that would secure continuous attendance of, say not less than one year, of every one who becomes a Normal student by appointment, the work of these schools would be very greatly enhanced.

**PROFESSIONAL STUDIES.**

It is not the province of a Normal School to insist upon one method to the exclusion of all others, but, rather, to make the pupil acquainted with different methods, and give him such a knowledge of the science of education as will enable him to make

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an intelligent choice of that which will best serve the purposes of training. It is the constant aim to seek a more intimate acquaintance with the means by which mental growth may be most economically and profitably promoted. This leads to the consideration of subjects almost unlimited in number and in range. In the professional course the following are among the topics which are brought before the pupil:

1. Conditions favorable to successful teaching, embracing: Fitness of the teacher for the work he undertakes; suitability of accommodations and appliances; proper relations of school officers and patrons to the school and to the teacher, with the means of securing and maintaining favorable conditions.

2. Rights and duties of the teacher and of the pupils, comprehending the broad subjects of authority and management.

3. Methods of teaching the common school branches of study, with exemplifications of the work and observation in the training department; suitable text-books and their proper use; books of reference and other available aids.

4. The science of education is the science of mind in process of development. This line of professional work calls for the study of the ways and means best fitted for imparting and receiving instruction, as well as the kind of knowledge which will be best adapted to the mental condition of the child and be most likely to prove valuable as an intellectual acquisition. It deals with mind in all its relations to the matter and method employed in the work of education. Among the topics within its scope are the following: Relation of Mental Science to the work of the teacher. Bearings of physical health upon mental strength and endurance. Initial stage of mental activity. Kindergarten training. Object teaching. General laws of mental growth. Studies that strengthen memory, reason, imagination. True order of studies. Uses of the concrete and abstract in education. Process of classification and principal classificatory studies. Place and use of rules and definitions. Learning by rote. Cramming, formation of habits. Attention Limits to mental acquisition.

5. The leading educational theories, their defects and excellencies. Educational tendencies of the present.

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*The Normal Schools.*


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6. History of educational systems, educational reformers,—theorists and practical teachers,—with biographical sketches of prominent teachers of Europe and America.

This professional work, in some phase, is made a distinct study throughout the greater part of the course. The practice, too, of uniting the professional and academic instruction, at favorable points in daily recitations, receives a hearty approval, and is making some gain in the general working of the school.

Very respectfully submitted,

D. MCGREGOR.

PLATTEVILLE, Wis., August 31, 1882.

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WHITEWATER NORMAL SCHOOL.

Hon. J. H. EVANS, *President of Board of Regents of Normal Schools:*

DEAR SIR — I have the honor to submit to you the annual report of the State Normal School at Whitewater, as follows:

ENROLLMENT.

The summary of enrollment, which varies very little from that of last year, is as follows:

NORMAL DEPARTMENT.	Ladies.	Gents.	Total
Seniors.....	10	4	14
Juniors.....	9	6	15
Second year.....	54	20	74
First year.....	105	40	145
Special students.....	6	2	8
Preparatory class.....	26	23	49
Totals.....	210	95	305
MODEL SCHOOL.			
Grammar grade.....	31	27	58
Intermediate grade.....	20	32	52
Primary grade.....	27	17	44
Totals.....	78	76	154
Total in all departments.....	288	171	459

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## STATISTICS OF NORMAL DEPARTMENT.

Whole number examined for admission during the year .....	121
New students admitted on first examination.....	54
New students admitted from preparatory class.....	44
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Number who withdrew to teach first term.....	29
Number who withdrew to teach second term .....	24
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Total during year.....	53
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Number certificated during the year.....	23
Number graduated.....	14
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The following table shows the number certificated and graduated each year since the foundation of the school. The course of study, which originally covered three years, was increased to four in 1874, and at the same time an elementary course was provided, which, covering the first half of the normal course, entitles pupils who complete it satisfactorily to a certificate equivalent to a limited state certificate after it has been countersigned by the State Superintendent, who is authorized to sign it only after a year's successful teaching. The table, therefore, shows previous to the year 1875, only graduates.

YEAR.	Graduates.	Certificates.	Total.	Certificated since graduation.
1870 .....	6	.....	6	.....
1871 .....	10	.....	10	.....
1872 .....	6	.....	6	.....
1873 .....	14	.....	14	.....
1874 .....	15	.....	15	.....
1875 .....	6	9	15	.....
1876 .....	9	13	22	1
1877 .....	8	8	16	3
1878 .....	11	36	47	15
1879 .....	9	35	44	9
1880 .....	5	34	39	7
1881 .....	7	23	30	11
1882 .....	14	24	38	.....
Totals .....	120	182	302	46

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In order to make this table as complete as possible, those students who, having certificates, are now in the school to complete the course, are included in the numbers given in the fourth column. This adds sixteen to the total, distributed as follows: 1878, 1; 1879, 2; 1880, 2; 1881, 11.

THE COURSES OF STUDY.

It is an important practical question, what has been, on the whole, the effect of the establishment of the elementary course. There are not wanting those who think that it would be wiser to return to the original plan of a single course of three years. These statistics, imperfect as they necessarily are, because the present plan has not been in operation long enough to fully test its effects, nevertheless afford some help towards forming a judgment. The first five years of the school, up to the time when the change was made, produced 53 graduates; the second five years gave only 43; but during the same time 101 persons received certificates; the results of the third period of five years are already sufficiently defined to make it clear that the number of graduates will not exceed that of the first period, while the number certificated already reaches 81. What are the effects upon the school and upon the educational work in the state?

It is evident that the elementary course is a means of holding to a specified scheme of preparatory study many pupils who otherwise would seek much less perfect preparation. We cannot overlook, in this matter, the relation of supply and demand, and the above table seems to show that the elementary course meets the demands of school work in the state more fully than the longer one did which preceded it. Unless the course of study of the school, and the inducements to pursue it, are kept in right relations to the conditions on which county certificates are granted, the tendency to use the Normal simply as a means of preparing for the examinations will be greatly strengthened, and thus its actual effect upon the educational work of the state will be diminished. Professional skill is unquestionably increased by general culture; a mind made broad and rich by it has more material at hand to contribute to the

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instruction of others, and is able both to appreciate more fully the relations of what is taught to other knowledge, and to make it more conducive to mental growth. It is certain, however, that while the conditions of life remain what they are among us, a large portion of those who teach the schools will not have this general culture. Can their work be increased in effectiveness and value by teaching them what ends are to be attained, and how to reach after them? by making them somewhat familiar with what the experience of others has developed in the work they are to do, forming in them the habits of a teacher, and inspiring them, so far as possible, with right ideals? If so, there is a place for Normal training adapted to those who are to teach the district and village schools.

The granting of the certificate, and the custom of leaving school at this point in the course to engage in teaching for awhile, doubtless result in taking away some who would otherwise go on with their studies; the continuity of school life is broken, and new interests are created which draw strongly away from the course. An inspection of the table, however, tends to produce the conviction that the break is less serious than might have been anticipated. The purpose of returning is cherished for many years, so that, as will be seen, we are not yet able to form an approximate estimate how large a per cent. of those certificated fail to go on with their studies. There are, moreover, compensating advantages in the arrangement. Those who return have greater maturity and added experience, which not only makes them better fitted to profit by the instruction given, but contributes not a little to strengthen the professional tone of the school. It cannot be doubted that, on the whole, the process of selection thus instituted is a good one, while by it the school is kept in constant and profitable connection with the actual work and wants of the state. It may be said, further, that by the present arrangement the advanced course exerts the fullest influence possible, both to elevate the ideals of those who fail to take it, by keeping before their eyes a higher standard of attainment than they have reached, and to draw to it as many as possible of those who, from whatever motives, are induced to enter the Normal School. It might seem a measure of economy to

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concentrate the higher courses in one institution, but it would be economy of that sort which, to secure a possible saving of expenditure, sacrifices an important part of the results sought.

## PRACTICE TEACHING.

The following statement shows the amount of teaching for practice done by pupils during the past year:

In Preparatory classes .....	12 weeks.
In Grammar grade .....	120 weeks.
In Intermediate grade .....	240 weeks.
In Primary grade .....	346 weeks.
Total .....	<u>718 weeks.</u>

Number of persons who have taught, 57. Average time of each, about 13 weeks.

The amount of this work cannot well be increased much above the point now reached, as the rooms available for the purpose are all in use. The practical difficulties in the management of it arise in great part from the praiseworthy desire of pupils to enjoy its advantages as soon as possible, and the equally praiseworthy unwillingness of parents to have the training of their children committed to unskilled hands. These difficulties are met, with, I think, more complete success each year, by providing that careful instruction and thorough preparation shall in all cases precede practice, and that the supervision of the latter shall be as complete and effective as possible. The constant aim is to make this work as thoughtful and suggestive as possible. The danger to be feared in training schools is that formalism will be substituted for originality and inventiveness. How to direct criticism so that it shall call out the highest efforts of the pupil instead of repressing it; how to guide in action without putting chains upon the worker; how to create conditions of inspection and instruction, which shall not rest as a check and weight upon his spirit, and cause him to absorb and imitate where he ought to discover and invent; these are the problems that attend the management of this work. It is necessary that the training of teachers should promote, instead of checking, freedom and originality; that, in connection with clear views of the ends to

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be attained, there should be developed naturalness of action, spontaneousness, and creative power, such as calls out the original activity of other minds, and stimulates them to natural, inquisitive and pleasurable action. The mere task-master may be able to show, at the end of a term, fine drawings and excellent examination papers, but he has made his pupils apathetic, has overlaid their faculties with other men's thoughts, and they escape from his work as from bondage. This is always the most deplorable result of bad teaching. The scholars have learned to read in such a way that they abandon reading, and are turned against knowledge by the process of getting it.

LIBRARY AND READING ROOM.

The Reference Library of the school has been increased during the year by the addition of 143 volumes. The numbers on the catalogue now reach 968; from this total, in order to represent correctly the number of reference and miscellaneous books belonging to the school, it is necessary to deduct 154 volumes of reports and public documents. The general library may, then, be said to contain 814 volumes. In the beginning it was necessary that the works purchased should be mainly books of reference; but the needs of the school in this respect are so nearly met that it has been possible to enter upon a wider field and introduce books for general reading. No works of fiction have been purchased, but in popular science, travels, history, biography and literature, an effort has been made to add such books as would attract the pupils and increase their general intelligence. During the year also books have been loaned to students to be taken from the building, an innovation upon former usages. The great need of many who come to the school is to read more; I think it may be safely said that this is needed fully as much as class room drill. The process of self-education has hardly begun with them; they have not read enough that is worth reading to give them a standard of judgment of what to read, or what to try to get from the books they take in hand. No more important service can be done them, even in the line of fitting them to teach, than to induct them into the art of reading good books; and therefore a good circulating library for their use is one of the most

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important appliances of the school. I regret that records have not been kept during the year in such form as to make it possible to give definite statistics of the books drawn.

The reading room is another valuable accessory of the school in the work of increasing the general intelligence of the pupils. It is situated in convenient connection with the assembly room, and by co-operation the students are able to keep it well supplied with current publications, the daily and weekly newspapers and the leading magazines and reviews. In the effort to bring the school into close relations with life, to awaken an intelligent interest in the history of the present, and the improvements and thought of the time, it is a very valuable aid.

Respectfully submitted,

J. W. STEARNS.

WHITEWATER, September 8, 1882.

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OSHKOSH NORMAL SCHOOL.

Hon. J. H. EVANS, *President Board of Regents of Normal Schools:*

DEAR SIR—The report of the work of the Oshkosh Normal School, for the year ending August 31, 1882, is herewith submitted for consideration.

RECORD OF CANDIDATES.

<sup>1</sup>Number of different applicants for admission to Normal Department, 210; number admitted to Normal course, 138.

WHERE PREPARED.

Of the 138 admitted to the Normal course, 5 were admitted from other Normal Schools; 1 was a graduate of college; 11 were undergraduates of colleges and academies; 9 were graduates of high schools; 12 were prepared in Model Department of Normal School; 41 were prepared wholly or in part in graded schools; 59 were prepared wholly in ungraded schools; 46 had previous experience in teaching.

<sup>1</sup>This is exclusive of those who entered the lowest "Preparatory" grade without examination.

6—ST. SUPT.

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*The Normal Schools.*


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## ENROLLMENT AND ATTENDANCE BY TERMS.

TOTAL REGISTRATION.	First quarter.	Second quarter.	Third quarter.	Fourth quarter.
Men .....	93	99	94	90
Women. ....	159	155	146	130
Total .....	252	254	240	220
Average membership .....	230	231.8	226.9	212.5
Average attendance .....	223.1	224.5	217.8	207.6

## ENROLLMENT BY CLASSES.

NORMAL DEPARTMENT.	Men.	Women.	Total.	
Fourth year class .....	2	5	7	.....
Third year class . ....	5	9	14	.....
Second year class .....	51	46	97	.....
First year class.....	71	180	201	.....
Special course.....	2	3	5	.....
Preparatory class.....	28	36	64	.....
Total.....	159	229	.....	388
MODEL DEPARTMENT.	Boys.	Girls.	Total.	
Grammar grade .....	41	72	113	.....
Intermediate grade .....	15	18	33	.....
Primary.....	18	23	40	.....
Kindergarten.....	24	21	45	.....
Total.....				231
Entire enrollment.....				619

Forty-one counties were represented by students; five other states were represented by students.

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Of those enrolled during the year, 194 had taught an average of 4.7 terms; 155 taught a term during the year; 157 are members for the present term.

## AMOUNT OF STUDENT TEACHING.

GRADES.	FIRST QUART'R.		SECOND QUART'R.		THIRD QUART'R.		FOURTH QUART'R.		TOTAL FOR Y'R.	
	Teachers.	Weeks.	Teachers.	Weeks.	Teachers.	Weeks.	Teachers.	Weeks.	Teachers.	Weeks.
Grammar .....	14	105	10	91	10	98	8	78	42	372
Intermediate .....	5	39	4	37	4	40	4	40	17	156
Primary .....	4	30	5	38	5	32	5	46	19	146
Kindergarten .....	3	30	5	50	5	50	5	50	18	180
Total .....	26	204	24	216	24	220	22	214	96	854

## ARRANGEMENT OF TERMS.

The division of the school year into four quarters of ten weeks each, and the organization of a first year class in common school branches in each quarter, has been found to greatly accommodate applicants, as well as secure a more satisfactory gradation of students.

As indicated above, an increased number of students were trained in actual class management, and a pressure for the privilege of obtaining more practice than is strictly required, shows a growing appreciation of the value of practical acquaintance with methods of dealing with mind, as a condition of successful teaching.

## METHODS OF INSTRUCTION.

The experience of most Normal Schools, and that of all other schools composed of adult students, is, that the methods employed in the discipline of mature minds create ideals after their kind, ill adapted to the needs of primary instruction. All theory and discussion of theories counteract but feebly the influences of class methods inwrought with imitative natures in their daily struggle with painful difficulties.

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To meet this tendency, we are, year by year, striving to make the methods best adapted to child-thought more and more definite and clear, that students, both by observation and practice, may not merely see the truths necessary to balance their judgments, but *become* better balanced.

For this purpose, as many classes of the primary and intermediate grades as can be profitably intrusted to student teachers are used to great advantage.

KINDERGARTEN.

The kindergarten, at first organized as a school of observation, has become, under the able management of Miss Jones, an efficient department of practice and training.

When first organized less than three years ago, it was with difficulty that two students could be procured to render needful assistance to the director, and all students were "too busy with work" to do more than pay a superficial visit of curiosity to the "nursery."

We are now pressed by twice as many applicants as can be accommodated with classes, and thoughtful inquiry regarding its real meaning has superseded both smiling condescension and carping criticism. The feasibility of making phases of the kindergarten work contribute to more successful primary school work is growing more evident.

SANITARY ARRANGEMENTS.

The late action of the Board in perfecting the drainage and ventilation of the entire building renders it now one of the best buildings in the west, for convenience and health of students.

PHYSICAL TRAINING.

The room for gymnastic training having been completed early in the last year, the students employed the teacher of the German Turner classes in this city, Mr. Chas. Oellerich, at their own expense, to conduct the classes in physical culture. Two hundred and fifty were enrolled regularly, during the last seven months.

The skill of the teacher was manifest from the first, in the fact that vigorous exercise was secured without exhaustion, even in

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cases of comparatively feeble persons. The interest was steadily progressive to the close of the year, based exclusively upon the conscious increase of vigor in nearly every case. Three hundred are enrolled during the present term, the students bearing the expense of tuition; and visitors, including several physicians, often coming with a prejudice against "exercising by rule," have unanimately testified to an appreciation of the work as constituting a positive development of the symmetrical power, and not a mere drill in a superficial accomplishment.

UNDERGRADUATE TEACHERS.

The large ratio of our graduates who have continued devoted to teaching since completing their course was indicated in my last report. But since their number is small, compared with the undergraduates who enter the work, it is important that we note the tendency of this element to a prolonged service in teaching. It is difficult to secure *exact* statistics, but a system of extended correspondence has enabled us to approximate correct results.

Exclusive of those who have died since they became members, of the 797 Normal course students, enrolled previous to 1877, two hundred and thirteen (213) have taught every year since, and of the 1,218 enrolled previous to the year 1880, four hundred and forty-three (443) are known to have taught each year.

With scarcely an exception, the students teach for a period considerably longer than their membership in the school.

When compared with the average duration of a generation of teachers, the above minimum number of Normal students who have continued devoted to the work, shows a gratifying tendency to permanence.

One further noticeable feature is that, with few exceptions, those who took the most thorough training, and for the longest periods, have continued in the work longest.

It is clear that the transient element in our profession is composed chiefly of persons too volatile in their thought and habit to make any adequate preparation for efficient service.

Would not the administration of the Normal Schools be rendered far more valuable if the state, that is doing so much for their sup-

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*The Normal Schools.*

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port, should demand, through its school laws, something more than the attainments of a mere school-boy as a preparation for the work of a teacher?

A prominent officer of the state wrote, a few weeks ago—"We must magnify the art of teaching." Is it possible to do this on any adequate scale, so long as the laws of the state declare that it is not essential?

Is it certain that even the institutes, so worthily fostered by your honorable Board, succeed, in any considerable degree, in deepening the conviction that preparation for the business of teaching is a slow and thoughtful process?

The experience of many years in the attempt to train minds for the work, is that one term serves to seriously disturb erroneous views and vicious habits of thought, but is insufficient to implant the better. One year of discipline makes quite zealous imitators of the methods observed, but does not advance the average student to that degree of mastery needful to successful adjustment of means to ends when they differ from his former experiences.

And it takes fully two years of earnest application to this great mental and social problem before any but the oldest minds has struck root sufficiently deep in the underlying principles to feel any assurance of an ability to make independent growth from the intellectual and moral nutriment of the communities in which they shall be placed; much less to be able to mature any fruit.

If this be true in schools, and among students, devoted to the special purpose of training teachers, how shallow must be the tillage under less favorable conditions of time and attention.

That here and there an able teacher or man of business is developed by circumstances irrespective of or in spite of his school training, is no more safe as a basis for argument than to claim a lottery as legitimate business because shining prizes are drawn at equally rare intervals.

It is most important that the tentative policy of the *pioneer* period give place at an early date to more thoughtful and wise requirement of practical tests from every candidate.

As the only perpetual body having in charge the fitting of

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teachers for the public schools of Wisconsin, may we not hopefully ask that the Board of Regents of Normal Schools may inaugurate, and labor to secure the sanction of law for, some measures tending to lift the profession of teaching in our state above the shallowness of youthful indecision and aimless attainment?

## TEACHERS.

Circumstances of public and private interest led to the severing of the connection of three members of the Faculty from further service in the school. Always realizing the disadvantage arising from the loss of such able teachers as these were, it was peculiarly so in the cases of Prof. Graham and Miss Moody, who had been identified with the career of the school from its organization; ever contributing in unstinted measure from the store of long and successful prior experience to the upbuilding of our most cherished purposes. Fortunately their continued presence in the state leads us to look for yet riper fruits in other fields of duty.

Prof. Dennis's term of service, though more brief, was marked by an earnest devotion to our school interests.

All vacancies occurring were filled during the succeeding months, and every position is filled by teachers specially prepared by experience and culture for the work assigned.

Trusting to the confidence and counsel of the Board and other friends of education most wisely granted heretofore, we shall strive to render due returns in future.

Respectfully yours,

G. S. ALBEE.

OSHKOSH, WIS., October 23, 1882.

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RIVER FALLS NORMAL SCHOOL.

STATE NORMAL SCHOOL,

RIVER FALLS, WIS., June 16, 1882.

J. H. EVANS, Esq., *President Board of Regents of Normal Schools:*

DEAR SIR—Agreeable to section 10 of article VIII of the by-laws of the Board of Regents of Normal Schools, I have to report, for the year ending at date, as follows:

The year has been remarkably free from diversions from the

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chief purposes of the organization. Conditions of health, social surroundings and professional purposes have contributed to the progress of students, and the organization itself has made substantial advancement in the directions in which it has wrought under the organic law of Normal Schools.

All grades of the school were convened August 22, and continued in session the usual number of months, affording one hundred and ninety-six days of actual schooling. The aggregate enrollment for the year by grades, without duplications incident to the transfer of students between grades, has been as follows:

Normal .....	180
Preparatory.....	68
Grammar.....	77
Intermediate.....	40
Primary.....	37
Total .....	<u>402</u>

This number of Normal students is in excess of the number enrolled in previous years. Quite uniform numbers have been maintained in the several model grades, and the spirit in those grades has been excellent throughout the year. These grades have accommodated eighty-five different normal students with practice during an aggregate of five hundred and sixty-one weeks, giving an average of six and six-tenths weeks of practice to each student-teacher.

The faculty has grown in the essential particulars of mutual understanding and definiteness of the professional thought. The relevance of the course of study to the actual growth of students has received new consideration from the faculty, and this investigation is likely to result in some modification in manner, at least, in the actual instruction.

A class of five persons was graduated from the elementary course in December, and from the same course a class of seven persons was graduated in June; also, a class of four persons was graduated from the higher course in June, making a total of fifteen persons now holding the diploma, and of fifty persons holding the certificate.

Only two of the visitors appointed by the State Superintendent

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*Report of the Visiting Committees.*

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inspected the school — one in February, during one day, and one in June, during two days.

The furniture and other portables, including text and reference books, cabinet specimens and physical apparatus, are well preserved and have been duly inventoried, copies of which lists are in hands of the secretary of the Board.

During the year a landscape gardener has studied the grounds, platted the same, and has given some direction as to detailed work.

Again I commend the interests of the school to the consideration of the people of the state, and I invoke for the school organization the fostering care of the Board of Regents of Normal Schools.

Respectfully,

W. D. PARKER,

*President.*

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## REPORT OF THE VISITING COMMITTEES.

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### TO THE PLATTEVILLE NORMAL SCHOOL.

Hon. ROBERT GRAHAM, *Superintendent of Public Instruction:*

I regret to say that mainly owing to the inability of the chairman of the committee to so arrange matters, it was not possible for your committee to visit the State Normal School at Platteville in a body, as it might have been desirable they should. However, Mr. Lewis Funk, was able to spend five days at the school, and Miss Lucy E. Foote visited it at two different times during the year, so that despite the fact that there was not the concert of action on the part of the committee that might have been desirable, a fair idea was gained of the methods and working of the school.

Miss Foote reports that at the time of her first visit in February, "all departments were full — scarcely a vacant seat in the model departments. The teaching force adequate.

"The order in all grades is maintained seemingly with no effort, and I noticed that the student teachers in charge of class rooms

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*Report of the Visiting Committees.*

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were required to preserve the same excellent order during the recitations in practice work. The principal of the grammar department was absent, on account of illness, and the department was in charge of an able assistant. Although the school was large it was plain that the efficiency of the work was not interfered with to any extent. The spirit throughout was excellent, and such as manifestly proceeded from a true appreciation of the object of such an institution. I visited a class from each grade, observed that the student teachers were in earnest, and thoroughly prepared.

"The supervisor of practice work visited each class conducted by students, but withheld criticisms or suggestions before the pupils. I was surprised that there was not more embarrassment on the part of the student teachers. The thorough preparation members of Normal classes were required to make was noticeable. A spirit of free inquiry was encouraged, and conclusions were reached through interchange of ideas rather than authority of the instructor. There seemed to be no direct reference to methods of imparting knowledge. The instruction in geography and history seemed especially worthy of commendation. Practical views were advanced, and grand lessons were taught, instead of the memorizing of facts. There was no lack of enthusiasm in the instruction in these branches. The work done in English literature is admirable, and interested me especially. The course is quite extensive, and the knowledge of the subject is not limited to biographical sketches, chronological dates, etc., but through familiarity with the best works English literature is emphasized. Complete selections are read analytically, and essays required upon the same, by which taste and judgment are carefully trained. I saw nothing of the sciences that would enable me to pass judgment. Reading in this school is skillfully taught, and the results gratifying to all lovers of clear, unaffected, sensible rendering of the thought. Music is so well taught, and the method here pursued so highly approved in the state for its excellence, that it needs no comment; any one who hears the exercises in the lower grades is pleased to notice that the voices are *trained*, not *strained*, as is often the case when little children are urged to make more noise and less melody.

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*Report of the Visiting Committees.*

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"I was greatly pleased by the habit of dispatch noticeable in the model grades. The little people were marvelously independent in their work,—mature beyond their years. In the use of language I never saw their equals.

"On my second visit I had the opportunity of hearing the examination of graduating classes, the exhibition of the intermediate and primary grades, and graduating exercises of the class in the longer course of study.

"The elementary class, consisting of twelve ladies and one gentleman, were a credit to the school. They were thoughtful and sensible in their answers, and although the examination was not rigid, and often took the form of instruction, the members of the class were able to adapt themselves to new lines of thought, to grasp suggestions and make applications. Some had never taught, but showed they had learned something of the mind of the child, and had good ideas of the theory of teaching.

"The class in the higher course did not do themselves justice. Some of the subjects upon which they were examined had not been reviewed for some time. They were not ready, and as a class were not strong.

"The exhibition of model grades held in the M. E. Church was largely attended. Great pains had been taken by the teachers to present a programme that should be unique and entertaining. The children showed excellent training in enunciation; were thoroughly self possessed and happy in their efforts. While these exercises showed the taste and excellent judgment of the teachers and the result of superior instruction, and were a pleasure to the friends of the school, and entertaining to all, besides being a means of supplying their school rooms with what will be to the advantage of the school and a means of cultivation to the child, I question the advisability of such exhibitions at the close of a forty weeks' term of school.

"The graduating exercises of the senior class showed careful preparation and excellent instruction in elocution."

Mr. Funk reports that during his visit the President of the School, Prof. Duncan McGregor, extended to him every possible

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*Report of the Visiting Committees.*

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facility for examining into the condition of all the various departments. In addition, he says:

"The moral influence of the institution seems to be *excellent*. The manner of governing the students is commendable, as shown by the results. The students make weekly reports to the President, stating the chief facts that enter into the consideration in making such a report. Goodness is not estimated in per cent., but certain facts are reported in a *private* way, and the President uses these facts in estimating the deportment of the student. Of course, daily observation on the part of the teachers is closely exercised. The moral influence of the community is healthful, in laying the foundation of good character in the lives of the students. The records of the institution are admirably kept. By a mere glance, the *full* standing of a student can be ascertained."

"I visited every teacher in the institution, while engaged in conducting a recitation, and also visited at different times the classes taught by the training teachers. The classes under the special instruction of the president gave evidence of thoughtfulness and reflection on the part of the students, and skill and wisdom on the part of the teacher. The classes in science show that their instruction is up with the times. The department is quite well supplied with apparatus, which is extensively used to illustrate scientific facts. The students also make drawings, illustrative of the laws under discussion. The free and untrammelled way in which the students express their ideas, and discuss points in the lesson, is proof of good work. All other departments of the Normal School are well cared for, and show that qualified and wisely selected teachers are in charge.

"The training department is in good hands. The supervisor, by his genial and ready way, as well as by his extended experience, is well adapted to his position. I visited the classes of the training teachers, for nearly two days, and in all found evidences of good work. These training teachers are intrusted with full responsibility for the classes in their charge; they consult daily with the supervisor of the training department, and thus have a chance of applying the theories and methods presented to them in the course

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*Report of the Visiting Committees.*

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of their Normal training. The Intermediate and Grammar departments are well managed. The Primary department is in perfect condition, under its able instructor. The school room of this department is a perfect model of what every school room in the land should be. The instruction in vocal music, throughout the entire school, is very satisfactory. The facility with which the pupils in the lower departments sing by note, and the ease with which they read music, is illustrative of what can be done in all schools, where time and attention are given the subject.

"I believe in making Normal Schools *professional* schools. I think the time is now at hand when the training of Normal students shall have a continual bearing upon the future work of the student. This special training is acquired from the following instruction: 8 weeks in school government; 12 weeks in school economy; 12 weeks in method of teaching (lectures); 12 weeks in history of education; 12 weeks in philosophy of education; 20 weeks in practice work (elementary course); 40 weeks in practice work (full course).

"The practice work must all be approved work, satisfactory in every respect. If not satisfactory, the student cannot graduate, although his scholarship be all right.

"Book-keeping comes regularly in the course, and thus the *practical* of business life is not omitted. These Normal students are to be teachers, hence they should be qualified to impart instruction in the practical things of daily school work. Political economy, also, is not neglected.

"The institution is in need of a gymnasium and a general reading room, where should be kept on file the leading newspapers and magazines, thus giving the students a chance to post themselves on current events."

I have but little to add to these reports, save to urge the view of Mr. Funk, that the Normal Schools should be in a strict sense training schools for teachers contemplating elementary instruction as their vocation. For this purpose, their courses of instruction and their methods, judging by the excellent school at Platteville, are well adapted. For the sake of those who expect to include a

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small amount of instruction in elementary natural philosophy, botany or zoology, in their work, it would be well if a little more direct *practical* instruction in these branches could be given. The instructors give all in their power with the means at hand, and it would greatly facilitate their work if more apparatus and appliances could be furnished them. The admirable manner in which they do their work now is a sufficient guarantee that they would make good use of these additional aids to objective teaching.

Respectfully submitted for the committee,

JOHN E. DAVIES,  
*Chairman.*

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TO THE WHITEWATER NORMAL SCHOOL.

WALWORTH, WIS., August 29, 1882.

HON. ROBERT GRAHAM, *Superintendent of Public Instruction.*

SIR—The undersigned committee, appointed by your predecessor in office to visit the State Normal School at Whitewater, respectfully submit the following report:

The entire committee visited the school in February and each separately in April and May.

In respect to the grounds and the buildings your committee are of the opinion that an improvement could be made in their care, supervision and appearance. The naturally beautiful and slightly grounds surrounding the building can be and ought to be made, under the labor and skill of a competent landscape gardener, and with no very great expense, one of the loveliest school grounds in the state. It seemed to us that there ought to be something more done in this direction upon these grounds than there is being done. Better facilities should also be provided for the disposal of coal ashes and other refuse of the building. The appearance of the doors and walls of the out-buildings indicated a criminal disregard of the rights of property on the part of some of the students. The surroundings of a school constitute a most powerful factor in the education of its students. The rooms of the building appeared to be kept in neat and good order. The facilities for ventilation in

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some of the rooms we deem inadequate, and some are not well lighted. The heating power of the furnaces was entirely insufficient, and near one of the furnaces there seemed to be a dangerous exposure of the wood work. We have learned, however, since our visit that provisions have been made to remedy the defect in heating the building. We visited the school in very favorable times. The attendance was full and the school throughout in excellent working order. The committee were afforded every opportunity of examining the class exercises as usually conducted. In so large a number of teachers a uniform excellence of instruction, or of method could not be expected. There was diversity, but in the main the work of the classes on the part of both teachers and scholars was excellent.

In the Normal department we were much pleased with the high order of instruction, the careful and wise methods employed, the earnest teaching spirit manifest, and the thoughtful and practical lectures given. Great care seemed to be taken to fully and successfully prepare and equip the student to be an earnest, enthusiastic and efficient teacher.

The Academic department was well attended and the classes under good discipline and instruction. Clearness of perception, accuracy and thorough work appeared to be the ruling purpose of the teachers. We were specially pleased with the training and work of the Latin classes. The translation exhibited thorough grammatical knowledge, a clear grasp of the thought and spirit of the author, and admirable felicity of expression. In the primary, model, and training departments, the quality and method of teaching for the most part were very good. Indeed, some of it could hardly be surpassed. In one or two instances in the training department there seemed to be a lack of quick perception on the part of the scholars, and of energy on the part of the teachers. This may have been due to exceptional conditions.

It seems to us exceedingly desirable that the Kindergarten method should be taught and illustrated in these departments. The criticism of the day's work in the practice school by the teachers

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in charge, was frank, thorough, judicious, kind and helpful, and was received with evident good feeling.

In general, it was noticeable in all the departments, that the teachers were careful to secure on the part of the scholar, clearness of understanding and thought, and accuracy and precision in expression. The mind must grasp the fact, the problem or the principle, clearly and completely. There seemed to be an excellent control of the class by the instructor, and at the same time commendable freedom given for the expression of individual opinion. Criticisms and discussions in the class were conducted with keenness, yet with a kindly, generous feeling, more for the clearer understanding of the principles involved than any spirit of mastery. There did not appear to be a rigid servitude to the text-book, but rather a spirit of broad and independent inquiry, investigation, and knowledge. Among the pleasant features of the school were the order and precision in the movements of classes; the gymnastic exercises so healthful, and the seasons of song. The musical training seemed to be excellent, and its good effect pervaded the whole school.

Your committee were especially pleased with the training in drawing, and the marked attention paid to it in almost every department. There were some very fine exhibitions in this important part of school training, showing careful and able instruction, and fine taste.

Your committee found but little to criticise in the discipline of the school, and much to commend. While in a few instances it would have been well to have impressed on the minds of the scholars the truth that *might* does *not* make *right* anywhere, the general order, bearing, and manner of the scholars were highly commendable. That refinement, respect for the rights of others, graceful and dignified bearing, which mark the lady or the gentleman, were noticeable in the class and social relations of the school.

The moral tone of the school was excellent. We noted the varying method of opening the exercises in the morning, by substituting in the place of reading of the scriptures and prayer, brief lectures and reading from ethical works with appropriate remarks,

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all having more or less moral bearing. This method certainly gives variety, and may, in judicious and conscientious hands, give added force and power in the moral education of the students. Any method that will enhance the moral and spiritual education of those who are to instruct the children of our country, should be commended and employed. We are to "prove all things; hold fast that which is good."

In conclusion, the committee are agreed in the opinion that the Whitewater Normal School is organized and managed in an excellent manner, by a most able, wise, and judicious principal, ably assisted by a strong corps of teachers, and is truly fulfilling its high mission, and we heartily commend it to the confidence and patronage of the people of the state.

O. U. WHITFORD,  
H. F. C. NICHOLS,  
H. D. MAXSON,  
*Committee.*

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TO THE OSHKOSH NORMAL SCHOOL.

HON. ROBERT GRAHAM, *Superintendent of Public Instruction:*

Your committee, appointed to visit the Oshkosh Normal School, report that they found it in a prosperous condition and doing the effective work which previous reports have commended.

The feature of the school that cannot fail to impress the observer, is the excellent moral spirit that pervades the different departments. The students are earnest in their work, and cheerfully conform to the necessary conditions of their relations. Good order prevails; but it does not consist in the mere mechanical compliance with formal rules. Self-government is practiced. The students seem to be actuated by noble motives. Their conduct appears to be prompted by self-respect, by regard for right, by desire for improvement and by respect for law. The daily intercourse between teachers and students is marked by kindness and courtesy, and is without that restraint which in many schools prevents the teacher's proper influence from being felt. The students are thoroughly

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under the beneficial influence of the faculty; but this influence is exerted in a manner that diffuses a happy tone rarely met with. Many of the great institutions of learning in our country, keep their students in a chronic state of rebellion, in their attempt to enforce "discipline." This false antagonism on the part of teachers and students causes a waste of energy to both, and to the latter is the very opposite of good training for law-abiding citizenship. To secure so perfect discipline by the motives and methods that seem to prevail at Oshkosh is a rare achievement, the fruits of which can hardly be overestimated.

When the difficulties with which the school has to contend are considered, the instruction must most decidedly be pronounced successful. Those received as students, though possessing perhaps the knowledge requisite for admission, are mostly not well prepared for the systematic training which a normal school attempts to give. Judging from what may be observed in the recitations of the lower classes, it requires much time, perseverance and skill to overcome the bad mental habits of many of these beginners, and to inculcate on them habits of methodic thinking and accurate expression. Notwithstanding this disadvantage, the progress effected by rigid drills and by the persistent efforts of the teachers is remarkable, and the culture imparted in so short a time considerable. The development and strength exhibited by the students in advanced classes reflects great credit on their instructors.

The teaching is generally thorough, but it seems that some of the higher branches are passed over rather too hurriedly, in consequence of the short time that can be devoted to them. If lack of time forbids treating some of the natural sciences as exhaustively as is desirable, would it not be better to abridge them by omitting some of the divisions of each branch, than by treating all in such a general way as to necessitate the omission of many details essential for the correct comprehension of the principles which it is the aim to teach.

The methods of instruction in use are adapted to the intellectual needs of the learners. The recognized pedagogic maxims are generally carried out with consistency. Students are stimulated to

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*Report of the Visiting Committees.*

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self exertion, to observe closely, to think connectedly, to put their thoughts into good language and to find the higher relations of the facts learned. Most of the recitations exemplify good teaching; and they are to the teacher-student, not only an impressive model, but they give him also a training in the practice of the procedure in the elaboration of lessons. In this respect the academic instruction forms an important part of the student's professional training.

The model school is in fine condition, and under enlightened management. It furnishes to the student the best means for learning the proper adjustment of practice to theory, by observation, criticism and practice-teaching. The practice-teaching teaches the tyro, from the beginning, to avoid many mistakes, and to cultivate many good teaching qualities which unguided experience is apt to leave unnoticed.

The nature of the professional instruction is practical throughout. Teaching, so far as a dependence exists, is treated as applied mental science; and mental science is taught with special reference to its application to the art of teaching. The masterly way in which this is done cannot fail to produce thinking instructors.

In conclusion, it is proper to state that in a few of the recitations, practices were noticed that are thought inconsistent with good teaching; but the good tone of the different classes indicated that these occurrences are exceptional and not of sufficient frequency to affect the general good quality of the work.

When the possibilities of rational school-management, as shown in our Normal Schools, are considered, there suggests itself the question, How can the common schools, with their many needs and defects, be brought more directly under the influence of the Normal Schools?

The members of your committee did not make their visit at the same time, and did not meet in conference; but in making this report the undersigned has made use of suggestions received from the other members, Mr. Dwight Kinney and Mr. A. Salisbury.

Respectfully submitted,

C. F. VIEBAHN,  
*Chairman of Committee.*

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*Report of the Visiting Committees.*

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## TO THE RIVER FALLS NORMAL SCHOOL.

*To the Superintendent of Public Instruction:*

The committee appointed to visit the River Falls Normal School for the year 1881 and 1882, beg leave to submit the following report: One member of the committee was unable to visit the school during the year. By the other members of the committee two visits were made, one during the winter term and one near the close of the spring term.

The heating and ventilation of the building appear to be entirely satisfactory, while its general appearance shows watchful care and intelligent supervision on the part of the President, aided by the hearty co-operation of other members of the faculty.

The out-buildings are in most excellent condition, and it is the opinion of the committee that in their arrangement nothing further is to be desired in the way of improvement.

The assembly hall of the school building is very poorly adapted for the purpose for which it was designed; its accoustic properties being so bad that the room is almost entirely useless for any purpose except for storage or gymnastic exercises. The committee would recommend that some effort be made to improve this otherwise fine room, so that it may not longer be merely useless space.

The general instruction in the various departments and the methods pursued seemed to the committee to be, in the main, thorough, practical and well considered. We believe, however, that the criticisms of practice work of pupils might with advantage to them be made more specific and with more direct reference to the practical work which those pupils will be required to do as teachers in the country schools.

In the opinion of the committee the practice work of pupil-teachers in the normal schools is of the most vital importance, and the criticisms upon that work should be made with reference to preparing the pupils to apply approved methods of teaching not only while under the eye of the critic, where conditions are most favorable, but also in the common schools, where conditions are much less favorable.

In this training of the teacher, it is not only essential that he

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shall learn the *how* in the application of methods, but what is still more important, he should constantly be led to examine the *why*; to determine for himself why this thing or that thing should be taught, and why in this or that way. Unless he can do this, he becomes merely a copyist, oftentimes spending time and effort in teaching non essentials, or at least, matter which might well give place to things of more importance. The teacher should have some better reason for teaching a subject than that it is treated in the text book, and some better reason for the method of his teaching than that *he* was thus taught.

Advancement in educational work comes when teachers begin to inquire and question into the reasons for matter and method. We believe, therefore, that in normal school work more attention should be given in this direction. Without this inquiry and questioning, teachers become but imitators; with it, they become originators, and possess the power to adapt and modify their work to meet the varying conditions of different pupils and localities.

School centers in the vicinity of River Falls, being few in number, the students in attendance at the normal school come there with very inadequate preparation for their work, and the demand for teachers in the country schools is so great, that those in attendance rarely remain to complete a full course without several intervals of absence.

The effect of this fragmentary work was noticeable in the examinations of the class completing the full course this year. Such a condition of things is inevitable in the early history of any school located as the River Falls Normal School is. That there is a growing improvement in the regularity of attendance, and consequent continuity of work was apparent in the examinations of the graduates of the elementary course.

The enthusiasm and earnestness of students in their work, and the evident pride of the citizens of River Falls in the success of the Normal School, indicated that the work accomplished by the school thus far, has secured for it the confidence and hearty support of the community, and that its influence for good is increasing year by year.

L. D. HARVEY,

C. D. TILLINGHAST.

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*Reports of County Superintendents.*

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## REPORTS OF COUNTY SUPERINTENDENTS.

## ADAMS COUNTY.

## C. A. HAMILTON, SUPERINTENDENT.

I have made 134 visits to the schools, giving each as much time as possible, and advising in each what I deemed the best ways, means and methods for the advancement and highest interests of the districts.

I have divided the county into six inspection districts, allowing two days for examination in each, which arrangement seems to meet with universal satisfaction.

The number of applicants for certificates at the fall examination of 1881, according to the records of the county superintendent, was eighty, sixty-three of whom were licensed. In the following spring I gave certificates to thirty-six more, out of seventy-six applicants.

The number of candidates for the position of teacher in comparison with the number required to teach the schools would indicate quite a surplus of material for the work; yet the most of those receiving but a standing are quite young and need some time yet to develop those faculties requisite for successful teaching. More maturity, and better preparation is needed.

The number of teachers employed to teach the schools of the county the past year is sixty-eight, at the average wages of \$28.97 for males, and \$18.81 for females. We hope to raise the average compensation by raising the standard of qualification.

The most of the districts of the county have maintained a school from six to eight months.

There are in the county 2,494 school children over 4 and under 20 years of age, only 1,915 of whom have been instructed during the year in our public schools. Thus upwards of 500 school children in the county, of legal school age, have failed to avail themselves of the benefits of our free schools.

Two new school houses have been built during the year.

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*Reports of County Superintendents.*

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The expenditure for the past year for the whole number of districts in the county is \$7,773.60, being a little over \$4 per annum for each child benefited by the schools. This estimate shows with what economy the people of our county are enabled to provide for the educational welfare of their children. Surely when we compare this paltry sum with the expenses of the county which would result through increase of crime, if these provisions were withheld, it seems very strange that there are so many among us who still murmur about the enormous tax to support the public school; and that when any proposition is made for the purchase of school furniture, or apparatus, or possibly the building of a new school house, we should hear so many dissenting voices. Does this arise from want of culture, a lack of benevolence, or the prevalence of non-reflective minds?

An institute was held at Friendship, commencing the last of September, 1881, and continuing two weeks, under the supervision of superintendent J. M. Higbee, and conducted by professor A. J. Hutton. The attendance numbered over 70, and was one of the most interesting I have attended. The institute has been a very efficient means in elevating the standard of qualifications among the teachers of our county. Jesse M. Higbee, so long County Superintendent of Adams county, was identified with the interests of the institute, and did all within his power to promulgate the ideas of those constituting the normal aid furnished by the state. But while it is true that institutes and superintendents can, in a great measure, qualify teachers and insist upon their qualifications; what avail will all this be to the county, if the people will not support competent and proficient teachers? It appears to me natural, that teachers will not proffer their services where their talents are not appreciated, nor their labors compensated. They are not so unlike the rest of intelligencies that they will not seek the most profitable and favorable conditions.

Other obstacles to progress in our county, in common with other localities in the state, are brief terms of schools and frequent change of teachers. The very announcement of a *two* or *three months term* of school in these times, is as much as to say, we

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solicit your services, inferior teacher, for experience has proven, that none other will apply. Besides, short terms allow too much time for the minds of the pupils to become dormant, their thought engrossed in the pastimes of long vacations, and gradually weaned from their former studies and intellectual work and culture,—it requires nearly half a term of short duration to reinstate them.

Also, when school is taken up again, if a strange teacher is employed to take charge, his ways and methods come in to displace those of the former teacher — perhaps no better, possibly inferior — all of which confuses, and is opposed to the pupil's success.

I think school terms should be lengthened, higher salaries given, teachers re-employed when worthy, and thus will the educational interests of the people be advanced.

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BUFFALO COUNTY.

L. KESSINGER, SUPERINTENDENT.

The schools of this county are, on the whole, in a prosperous condition.

Last year only two new school houses were built, but a number more are planned, and money voted, to be built next year, and two have been erected since the time for making report.

There are but few old school houses left, and these will soon disappear.

Teachers are scarce, there being not enough of them residents of the county to supply all the schools. Accessions from abroad, though perhaps viewed with some jealousy, are in some respects beneficial, by giving opportunity for proposing and exhibiting new ideas and different methods.

There is yet too little stability in the teaching force, both in districts changing their teachers without any apparent cause, and persons taking up teaching as a make-shift, and dropping it, as soon as something more suitable to their taste, or more lucrative, offers.

We should not, perhaps, blame the latter class so much, as the tendency in many cases is to procure cheap teachers in preference to good ones, and thus depressing teachers' wages in general.

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Teachers in general have been very reluctant to adopt a course of study.

A daily programme has been made in many schools and carried out with varying success. The short time allowed me for visiting schools has prevented any decisive action on my part in this matter of course of study, but it will receive proper attention next winter.

I shall require every teacher to make out a programme and give me a copy of the same, as also a statement of the classes and their studies.

I have just now issued a circular calling the attention of district boards to their duties in regard to compulsory education. I consider the law as it now stands as quite liberal, and shall try to induce the proper officers to carry it out.

I have found it necessary to issue circulars for the information of school officers ; I keep up an "Educational Column" in the *Buffalo County Journal*, published in English, at Alma, and in the *Buffalo County Republikaner*, published in German, at Fountain City.

The reports of town clerks were, with one exception in my hand, at the time stipulated by law; the one from the newly organized town of Naples, was delayed on account of the proper blanks not having been forwarded in time to the clerk, but was handed in before the time extended for the purpose had expired.

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COLUMBIA COUNTY.

Z. MERRILL, SUPERINTENDENT.

According to the reports of town clerks, the number over 4 and under 20 years of age in districts that have maintained school, is 8,121. A decrease of 18 from last year's report, with an attendance of 6,471, a gain of 125, giving a larger percentage of attendance than for either of the last three years.

Of 4,239, between 7 and 15, 3,996 have attended school, leaving 243 to be accounted for. To this number may be added the pupils in two small districts that maintained no school during the year, and are not reported.

Six new school-houses will be completed before October 1st, that will cost at least \$6,000.

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There is a demand for good teachers, though we hear far too often that "any one will do for our school." I note an increase of \$2 per month for female, and a decrease of \$3 per month for male teachers.

I have visited all the schools (except a few that have had no summer term), once, and nearly all twice, during the year. My time during these visits has been occupied in hearing classes, and in offering such suggestions to teachers and school officers as I thought advisable.

Only 70 districts have adopted text-books, and of these 28 use other books than those adopted.

Our teachers' institute was held at Portage during the first week in April. Prof. A. J. Hutton, of Platteville, had immediate charge. His work was well and pleasantly done. Teachers' associations were carried on during the winter term with fair success.

It is a fact worthy of notice, that teachers who attend these meetings, are usually the best workers in school.

Fourteen schools of one department have adopted a course of study. Many of our schools are classified according to the grading circulars. There is some progress in the work, but it will require time and perseverance, as teachers and patrons must grow into seeing its usefulness.

Teachers, as a class are working earnestly and faithfully, but the frequency of their change is a very great hindrance to our schools. At least one-third of our teachers each year are beginners.

Another great hindrance is want of concert in action among superintendent, teachers, and school boards.

The course of study is doing much toward balancing the work in our common schools, but we need some uniform system in examinations also.

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### CRAWFORD COUNTY.

J. H. McDONALD, SUPERINTENDENT.

#### SCHOOL DISTRICTS.

The county is divided into 74 regular and 18 joint districts, with an average area of 7 square miles to the district. A majority of

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these districts are of a suitable size to accommodate all the children, the school house occupying a central position. There are some, however, so very large, that the children living in the remote portions of the district are at an inconvenient distance from the school house, and a few others so very small that the burden of taxation is disproportionate to the number of children to be educated. But, all things considered, there seem to be no real grounds for fault-finding in this direction. All should agree that it is better for children to travel two miles to attend a good school, than to travel half that distance to reach a poor one. It should be the constant aim of those having the authority to form districts and change district boundaries, to include within their limits sufficient wealth to enable the inhabitants to support good schools without an undue burden of taxation. But I am pleased to say that, as a general thing, the districts are able to maintain good schools for a reasonable length of time; and, what is still more gratifying, I find the inclination to do so commensurate with the ability.

*SCHOOL-HOUSES.*

This superintendent district has 93 school buildings. There are a few poor school-houses, but the most are good. Several new buildings have been completed during the year, and the liberal plan upon which they have been constructed clearly proves that the intelligence of the children is not weighed in the balance with dollars and cents. All the buildings recently built have been supplied with the celebrated patent desk of A. H. Andrews & Co., Chicago, Illinois, together with many of the older districts. School men are beginning to understand that it is *poor economy* to construct pine desks, and vote an appropriation each year to rebuild them; while the patent desk is warranted for ten years, and does not greatly exceed the former in cost.

*TEACHERS.*

The schools of the county (this district) require 94 teachers. One hundred and thirty different persons have been employed during the year; 47 males, and 83 females. The average age of these

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persons is 22 years. The total amount expended for teachers' wages is \$9,937.51. Of this amount \$4,306.80 has been paid to male teachers, with an average of \$27.16 per month, and \$5,630.71 to female teachers, with an average of \$19.08. I do but simple justice to the teachers of the county when I say that, as a class, they are earnest and faithful workers.

#### EXAMINATIONS.

Ten meetings for the examination of teachers have been held during the year. The examinations usually occupied two days at each place, and were conducted by written and oral questions. In selecting questions for this part of the work, I have aimed not only to test the applicant's knowledge, but to suggest a study of something beyond mere rules and definitions; not only to find out what they had really acquired, but to suggest what they ought to know. One hundred and fifty certificates of all grades were granted; five of the first, twenty-eight of the second, and one hundred and seventeen of the third; forty-seven were granted to male and one hundred and three to female teachers. Thirty-two teachers either went west, married, or left the profession during the year, and the consequence is a scarcity of teachers.

#### TEACHERS' INSTITUTES.

During the year one Institute was held, at Seneca, commencing August 7th, 1882, and continuing two weeks, with an attendance of 65 working members. Our esteemed and efficient institute conductor, Prof. A. J. Hutton, assisted by the courteous and scholarly gentleman, Prof. R. H. Smith, of Richland Centre High School, did practical, thorough, and much needed work. Each conductor expressed himself as well pleased with the interest and energy of the Institute.

#### SCHOOL VISITS.

During the year I have made 103 visits. In these visits I have aimed to ascertain the true condition and real wants of each school, to advise with teachers, encourage pupils, and arouse parents and

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school officers to a lively interest in the important duties devolving upon them.

CONCLUSION.

During the year the schools have been well sustained, and an unusual degree of harmony has attended the educational work.

The result is highly encouraging.

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DANE COUNTY — FIRST DISTRICT.

F. O. BURDICK, SUPERINTENDENT.

I began the visitation of schools January 2, 1882. I found the grading system in some of its phases instituted in a majority of the schools. I have given suggestions and directions regarding the organization, classification, gradation, etc., but have labored more zealously in the direction of securing better attendance. I find irregular attendance to be *the* great draw-back to our public schools. It hinders, not only successful gradation, but thwarts every systematic plan the teacher may institute for the good of the school. In sections where tobacco is raised, the attendance is much more irregular than in other sections. Twice a year there is a great demand for children's help, coming about the middle of the winter and summer terms; and many parents have no scruples in sacrificing the best interests of their children for a few dollars gain. It is my opinion that just as long as the people *will* raise the filthy weed, its demoralizing effects will be severely felt upon our public schools. In nearly every school I have visited, I have occupied a few minutes talking to the children of the *importance* of regular attendance. I have printed a list of rules and regulations for the country schools of Dane county, which are calculated, especially, to control the attendance. About one-third of the district boards have already adopted them, and now, if the teachers will do their duty in seeing them enforced, I look for better results as far as attendance is concerned.

The town clerks' reports show that there are 8,055 children between the ages of 4 and 20 years in this superintendent district, and

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that during the year 5,064 have attended school. Comparing this with last year's report, we find that the number of children of school age in this part of the county has increased 293, while the number attending school has decreased 236. This falling off in attendance may be due, in part, to the fact that, during the winter, contagious diseases, such as measles, scarlet fever and whooping cough, were quite prevalent in certain localities.

During the year 4 new school houses have been erected at a cost of about \$3,670. About one-third of this amount was paid for a very fine building erected at Albion Center. I find very many of the older school buildings very poorly seated, ventilated and heated, and little or no apparatus; still, in nearly every instance, where new buildings have taken the place of the old ones, very great improvements have been made in this direction.

During the year I have held 11 public examinations with 238 applicants in attendance. Out of the number about 121 hold certificates at the present time,—105 females and 16 males. We need in this superintendent's district about 138 qualified teachers. This shows a deficiency for our fall schools of 17 teachers. The main cause of this deficiency is on account of so many young men leaving the business. The male teachers, many of them, have come to the conclusion that they cannot afford to teach school for \$25 or \$30 a month when they can get much more in some other calling. The extremely low wages are driving most of the older and experienced teachers, of either sex out of the profession, who can't find situations in the village or city schools. It is quite an uncommon thing for a district board to pay \$40 a month, and very few pay as high as \$35 per month. A majority pay from \$18 to \$25 per month. District No. 3 of Pleasant Springs (Oliver Johnson, clerk), deserves especial mention. It appreciates the services of a *good* teacher to the extent of paying \$45 a month; and they believe in *keeping* the teacher when they get a good one.

We have held two institutes in this district the past year. One at Stoughton, and one at Sun Prairie. The one at Stoughton was held in the spring and had an attendance of about 80 members; and the institute at Sun Prairie was held in the fall with an attendance

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of 54 members,— 51 females and three males. Pres. W. C. Whitford lectured one evening at Stoughton, and one evening was spent by the teachers, themselves, in literary exercises. The institute at Sun Prairie was conducted by Prof. A. J. Hutton. It was a success in every particular. A week of good solid work was done. The average attendance was 44.

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EAU CLAIRE COUNTY.

BESSIE M. REED, SUPERINTENDENT.

Two new school houses have been built during the year; one, in district No. 1, town of Drammen; the other, in district No. 4, town of Seymour. On the 16th of January last, school opened in the first named district in which no school had been held for six years.


The school house at Fall Creek, town of Lincoln, and the one at Porterville, town of New Brunswick, were enlarged at a cost of \$800 each. Two teachers are now employed in each of those schools. The board of the Porterville school have adopted the course of study published in the circular on the grading system.

Patent seats and desks are gradually taking the place of the old fashioned home-made ones. One or two new school houses are soon to be built; and several old ones are to be remodeled, painted and furnished. Two school buildings in Eau Claire, and one in Augusta, are the only ones heated by furnaces. There are four school houses in the county which are properly ventilated. The rest are ventilated by doors and windows. One-half the outhouses are not what they should be. In some districts there are none; in others, only one. In some, there are only shells of buildings left, and, frequently, the better the school house the poorer the out-buildings.

At the close of the school year 108 teachers were needed.

In the city of Eau Claire, 8 teachers are employed in district No. 1; 9 in district No. 2; 17 in district No. 3.

In Augusta, the number of teachers employed is 6; in Fairchild, 2; in Fall Creek, 2; in Porterville, 2.



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In each of the remaining districts in the county only one teacher is required.

Number of teachers employed during the year — male, 20; female, 142; number of different persons employed, 162.

Two public examinations were held last spring; one in Augusta, the other in Eau Claire,— each continuing four days. Oral work was done in arithmetic, orthoepy, reading and home geography. The standing in each branch was raised from 5 to  $6\frac{1}{2}$  for third grade certificates.

Certificates issued — first grade, 1; second grade, 2; third grade, one year, 19; third grade, six months, 32.

I am constantly asked to grant private examinations. Some of the applicants have reasonable excuses; but the majority offer "I couldn't come," or "I thought you would just as soon grant a private examination as not."

I am, also, quite frequently asked to endorse certificates, and even to grant certificates without examination.

The persistency of such requests is astounding. These requests are made not only by those who desire certificates, but by their friends and even by district boards.

No institute has been held for the year ending May 31, 1882.

There are 7,060 children in the county between the ages of 4 and 20 years, of which only 3,612 attend the public schools. To prevent so large a number of children from growing up in ignorance, the earnest efforts of all school officers, teachers, and parents are required.

I have distributed about 150 copies of the circular on the grading system for country schools, to teachers and school officers. Each teacher has also been supplied with a copy of "School Hygiene."

The course of study has been adopted by the following districts:

No. 6, Ludington; Nos. 1, 2, and 4, Brunswick; No. 4, Seymour; joint No. 2, Drammen; No. 3, Union; Nos. 8 and 9, Washington. Examinations will be conducted in these schools at the close of each term, and records filed in my office and in the offices of district clerks.

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During the year, I have visited 103 schools, and made 115 visits. Whenever it was possible I remained one-half day in each school.

I have required monthly reports of each teacher since the beginning of the spring and summer terms. I shall continue to require them.

As I have not been a year in office, I am unable to give as much information in relation to the schools of the county, as I hope to be able to give a year hence.

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FOND DU LAC COUNTY.

ED. MCLOUGHLIN, SUPERINTENDENT.

A comparison with last year shows that we are making progress in many directions. School boards, patrons, and the public generally, have manifested more than usual interest in every undertaking looking to the better condition of their schools. It may not be easy to excite this spirit of progress, but once awakened and directed, it becomes the lever to elevate and maintain our cherished public schools. This broad and deep interest was very clearly seen last winter during a series of union schools, held in different parts of the county, when from four to six hundred people — pupils, teachers, patrons, and officers,— would assemble Friday afternoon and evening, to listen to, and encourage by active participation in and approval of, the various school exercises. The enthusiasm kindled and spread ; school teaching was more cheerful, social and invigorating ; and school attendance more regular, pleasant, and profitable.

The public interest was, and is now more than ever, manifest and felt in another direction — the hiring of teachers. While yet a few districts, unfavorably located or ungenerously managed, still hire "any one," if they can get him, and are satisfied that he "any one," has taught them a good school and should be licensed again for their special benefit, the great majority insist on hiring better teachers, teachers who *are* teachers, the salary being a matter of secondary consideration. "I think it the better and more profit-

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able way to pay higher wages and have a first class teacher," says one school clerk, the substance of which is echoed by many others as they make applications for teachers.

Partly owing to necessity, and partly to good times and good intentions, three new school houses are in process of erection, others in contemplation, while many, by careful and liberal repairs, are warmly and comfortably fitted for winter. Much care was exercised in the seating of these, special attention being given for securing the easiest and best patent seat and desk. While attention to building and repairing may rightfully be encouraged, it may be very profitably drawn in another direction — to the need of necessary apparatus. The former, the pupils may demand; the latter, the teachers may consistently urge. Apparatus is as necessary to successful teaching as to the mechanic arts; yet, of 166 schools, but 16 are supplied with reading charts, 62 with a map of Wisconsin, 74 with map of the United States, and 38 with a globe. All this requires time, however, and as soon as teachers better understand the right use of charts, maps, and globes, we predict they will be freely furnished.

The school room capacity is not sufficient to accommodate the whole number of school age, 11,312, but is amply adequate for the wants of those attending school, 7,408, or those between the ages of 7 and 15, 6,415. The total accommodation is 9,597. During the last year, but one room contained an inconvenient number. It is therefore seen that lack of accommodation is no good reason for lack of attendance.

Of the whole number, 11,312, 7,408, or 65 per cent., attended school some time during the year, while 85 per cent. of those between the ages of 7 and 15, were in school. We believe the latter to be the only just calculation, and, therefore, claim a large attendance, which was also more regular than for several previous years. We believe the teachers, more than all else, secured this better attendance.

Less than two-thirds of those presenting themselves for examination were licensed. Of the remainder, some were young and some were old. Many of the former are attending school, deter-

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mined to win the next time or in the near future; but the older ones, the worthless branches, many of whom taught (?) several terms, and were encouraged to do so in the hope that they would finally prove themselves deserving, for their experience entitled them to this consideration, have bidden us adieu, to engage in more congenial pursuits.

The last year found us lacking, at times, many teachers, when we were reluctantly compelled to draw from the ranks of those attending school. We must have better teachers whether they are wanted or not, whether public or local sentiment is for or against us. We are not obliged to furnish the material for good teachers, and if a scarcity at any time ensues, we cannot consent to be held responsible. We would respectfully renew a suggestion of two years ago. That a minimum age, below which certificates shall not be granted, be fixed by law.

Last spring, we renewed the certificates of those teachers whose average was 75 or over, and whom we knew to be worthy of such favor. This action was left to a vote of the teachers who were unanimous for it. It seems an injustice to require examinations once a year of those who, aside from any outside impulse or stimulus, are earnest, studious and progressive. We think occasionally renewing certificates is promotive of good. We absolutely refused to indorse certificates from other counties, deeming it unjust, unwise, and illegal. It may be unjust to the person seeking such indorsement as well as a seeming reflection on the work of other superintendents, and we would favor a law granting the right to indorse at the superintendent's option.

Our teachers are making all commendable progress in the increased knowledge and abler pursuit of their work. At least two-thirds have profited by institute experience, while nearly or quite one-half have had some training in Normal Schools. The instruction of the past year was more ably presented, united with a noticeable progress in the ability to govern and organize. As a class, they are earnest and faithful, and ready and willing to profit by the advice and experience of maturer minds. They are striving to know their profession — its needs and requirements — better. They

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test new methods, read more educational journals, and evince a just pride in the progress of their respective schools. With the teachers of other, and perhaps all other counties, they work under many disadvantages, but desire to be worthy of their hire, and their patrons' appreciation.

A regular institute, conducted by Prof. L. W. Briggs, of the Oshkosh Normal School, was held in Fond du Lac, two weeks, in the spring, and a private institute, conducted by the superintendent, ably assisted by Prof. Kirk Spoor, of the Brandon high school, was held in Brandon, one week, also in the spring. The number attending the former was 143; the latter, 53. Mr. Briggs has many strong and excellent qualities as a conductor, among others earnestness, impressiveness, geniality, and ability. It was his first work with us, and we found it new in matter and method. He struck a new note in reading with which we cheerfully harmonize. We moreover believe it to be the right idea, and trust Mr. Briggs has faith enough in it himself to further develop it. Miss Rose Swart, of the Oshkosh Normal School, favored us with a day's visit, during which she gave one of her exceedingly pleasant and profitable productions in geography. Mr. W. H. Chandler, Assistant State Superintendent, also favored us with a day's visit, and a most instructive evening lecture on educational topics.

The work of the institute is becoming more and more practical and school-like. Its aim is now definite, its object and purpose fixed, and its results, as they are being worked out in the many schools, give minds better stored and developed. It now reaches the common schools, is a part of them, fashions its work for them, and makes them better. In all this, our county has shared its benefits through the leadership of excellent conductors and participation of earnest teachers.

Supplementary to the institute, are the teachers' associations, held in four different parts of the county, once a month, during the winter and summer sessions of the school. These meetings are always well attended, and in them much good work is done by the leading teachers.

Very little has been done with the "course of study," as outlined

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for adoption. Last spring, examinations were held for those sufficiently advanced to complete the work, and with good results. Of the 50 who wrote, 30 received diplomas. On the question of grading the common schools, we are conservative. The graded schools of our cities and villages do not always meet just expectations, whether owing to the gradation, teachers, or management. We shall watch the work, test it whenever possible and politic, and, if commendable, adopt it as far as practicable.

As we continue in the superintendency, the field of labor and responsibility seems to widen. There is so much to be done, and the time so short. To examinations, institutes and visitations much more time could be profitably devoted. We shall try to give the people a class of good teachers, encourage them to demand good teachers, and encourage the latter to be yet more earnest and intelligent as organizers, managers and instructors.

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IOWA COUNTY.

ROSE DOWLING, SUPERINTENDENT.

That each school in the county enjoys the most favorable conditions, cannot be said, but a steadily increasing demand for better schools and better teachers meets with encouraging response, and already a fair proportion of our schools are conducted by superior teachers.

The whole number of schools in the county is 125. During the year many school houses have been refitted, and several old buildings have given place to new ones. The grading system for country schools is not yet in general operation; we are, however, endeavoring to prepare the way for its adoption.

Our best high school building is located at Dodgeville, the county seat. It was erected in 1881, at a cost of over \$20,000. The school comprises seven departments, and the building accomodates 550 pupils. The teaching force is excellent, and under the skilled guidance of Prof. J. W. Livingston, in whom seem happily blended all the rare qualities of the ideal teacher, the work of school goes on with faultless precision.

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Our other high schools, each excellent, are located as follows: Mineral Point, under the supervision of a city superintendent; Linden, Highland and Avoca. With such school facilities in our midst, and with the State Normal School of Platteville near by, it is not surprising that our schools are supplied with a class of good teachers.

Two of our county papers, Iowa County Democrat and Dodgeville Sun, have opened educational columns, conducted, respectively, by Prof. Terry of Mineral Point, and Prof. Porter of Avoca. These departments contain choice original articles, and also afford teachers a valuable medium for communication.

An institute of one week, conducted by Supt. Ed. McLoughlin, of Fond du Lac, was held at Dodgeville in March. Owing to inclement weather and impassable roads, the number of teachers present was small. But despite all obstacles, an unusual interest was awakened and thorough work done. At the close of the institute, resolutions were unanimously adopted thanking conductor McLoughlin for his kind and untiring efforts, and expressing the hope that he might conduct the next institute for Iowa county.

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KEWAUNEE COUNTY.

JOHN WATTAWA, SUPERINTENDENT.

SCHOOL HOUSES.

The condition of school buildings is generally good.

There are a number in need of repairs ; and a few which are unfit for use, with desks and seats in open defiance to the known laws of health. But a remonstrance from me has usually had the effect to remedy the evil, and already two handsome and commodious school buildings are in process of erection. One in Carlton, a structure to provide for two departments, evidences the intelligence and spirit of the community ; and the other in the town of Ahnapee.

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## TEXT BOOKS.

Several weeks previous to holding annual school meetings, I addressed a circular to school boards and citizens of Kewaunee county, which was read at most school meetings in June. In that circular I urged school boards to exercise the powers conferred upon them by section 440, school code, in determining what school and text books should be used in the several branches in their respective schools. In particular, I endeavored to show that a lack of uniformity in text books is the main hinderance to the introduction of a course of study in our schools, and thus, greatly impairs the efficiency of our educational system.

The whole number of districts which have adopted text books is 19,— using only text books adopted, 19; number which purchase them, 11; which loan them, 3; which sell them, 9.

## HIGH SCHOOL.

The Kewaunee High school is the only one in the county. It was organized under the free high school law in 1875. It is a school to which its patrons can point with pride — having been under excellent management since its organization. Fully one-third of the teachers at present teaching in this county have been trained in this school.

The whole number of pupils registered is 35, with an average daily attendance of 30. The total number of graduates from the school is 4.

## TEACHERS.

Our teachers, as a rule, are earnest and reasonably successful in their work. Most are well qualified for teaching, but, on account of a scarcity of teachers, a few have been permitted to teach whose qualifications are not up to the required standard. There are fifty-one schools in the county,—requiring sixty teachers to supply them. Fifty-two certificates have been issued,— forty-eight of the third grade, and four of the second,— leaving a deficiency of eight properly qualified teachers.

It has been my constant aim to impress upon school boards the

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desirability of retaining the services of the same teacher or teachers, as long as possible in their respective schools.

#### INSTITUTE.

By an extra effort, an institute of two weeks duration was secured for this county. It was held at the city of Ahnapee, commencing Sept. 11, 1882.

Its full attendance was assured by written pledges of teachers made previous to the opening of the institute.

The number present was 44; the average attendance, 34.

The work under the leadership of Prof. L. W. Briggs was of a character to be useful and gratifying to every member of the class.

Of the 44 members enrolled, 22 were ladies, and 22 were gentlemen. Eighteen of the number had never attended an institute before; 13 had never taught. In regard to educational training, 3 had attended a State Normal School; 2, a college or university; 30, a high school; and 6 had received nothing beyond a common school education. At present, 1 holds a state certificate; 1 a diploma; 5, second grade certificates; 26, third grade certificates. The average age of members is about 20 years.

#### VISITATIONS.

I have made one or more visits to each school in the county, except two which were not in session at the time of visitation.

At each school I made inquiries, took notes, conducted exercises, counseled teachers in matters pertaining to their duties; and whenever a deficiency was found in management, school apparatus, or accommodations, a communication was sent to the proper authorities relative to the same, and in every case, so far as I know, there was manifested a willingness to remedy the defect.

#### TEACHERS' ASSOCIATION.

The Teachers' Association in this county is not a body which meets merely to adopt and record resolutions; but it is an organization of earnest workers who thoroughly discuss the ideas and methods suggested by exercises, papers, and lectures; and when

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such ideas and methods are found well calculated to promote education, its members feel an individual responsibility to employ all proper means in diffusing and establishing them. Although the association is but half-a-dozen months old, its influence is already manifest throughout the county.

COURSE OF STUDY.

Great exertions have been made by myself and teachers to put into operation the course of study for common schools. But the result has not been commensurate with the efforts put forth, as no great progress has been made. The accomplishment of this desirable work can only be gradual, for the reasons, that in most districts there is a constant change of teachers; the terms of school are short; but few teachers have any intelligent idea upon the subject; the attendance in country schools is very irregular and text books are far from being uniform.

The first obstacle can be overcome by district boards keeping in view that nothing is more detrimental to a school than constant changing of teachers, provided they do good work. The second by the people remembering that one of the most important duties of the annual meeting is to determine the amount of school to be held. In no case, with justice to the school, should less than seven months be voted. Eight or more would be better. The third obstacle can, to some extent, be overcome by teachers carefully studying the plan of gradation; by reading our state educational journal, thus making themselves familiar with what is transpiring in the educational circles of the state. Then the careful supervision of school boards is a constant stimulus to thought, and acts as a spur to honest work on the part of teachers.

The fourth obstacle can be partially overcome by an enforcement of the compulsory law. This law is now inoperative from the unwillingness of school officers to enforce its provisions.

It is a painful fact that in this county there are many children of school age who are not in attendance upon public schools.

To substantiate the above statements, particularly the last one, I quote from my annual report : The whole number of children over

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4 and under 20 years of age in those districts which have maintained school five or more months, is 6,883, and of this number only 3,260, or less than 50 per cent. attended school during the year. The total number of days' attendance of pupils is 275,200, and 3,260 pupils attending, making an average of about 90 days for each,—a little less than the limit of the law in the case,—while more than 50 per cent. have not attended the public schools. While a deduction from this for the attendance of 178 pupils on private schools, and for children under 7 and over 15 years of age, may be made, yet, really this number is so small, the result remains substantially the same.

The whole number of days of school taught by legally qualified teachers is 8,691; hence, there was an average attendance of 31,—a sufficient number for any teacher to instruct with justice to his pupils and credit to himself. Should the attendance be increased by enforcement of the compulsory law, or in any other way, it will necessitate the re-formation of districts, the building of more school houses and the employment of more teachers.

#### FINANCIAL STATEMENT.

The whole amount of money received during the year for educational purposes, is \$16,635.53, an excess of \$365.91 over the total receipts of last year. The total expenditure is \$17,197.13, which is \$1,574.39 more than was expended for similar purposes last year; thus showing marked interest taken in improvements of schools. Part of this expenditure has gone to increase the wages of teachers. The average monthly wages of male teachers is \$33.98; of female teachers, \$24.08; — the former, an increase of \$2.77, and the latter, an increase of \$3.20 over the monthly wages of last year. But by far the greater portion of this extra expenditure has gone towards improving school houses and grounds; purchasing maps, apparatus, and reference books.

#### CONCLUSION.

The people of Kewaunee county have ever carefully and steadily watched their educational interests, knowing well that the future welfare of the state or nation depends on the intelligence of its

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citizens, and I am confident that a comparison of the condition of our schools now, with those of the past, will show a marked improvement.

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LA CROSSE COUNTY.

A. O. RHEA, SUPERINTENDENT.

VISITATION.

I came into office January 2d last, at which time the winter term of several schools of the county had nearly expired. For this reason a few were closed before I could make the circuit. But I began in the summer where I left off in the winter, and visited all the summer schools. In my visits throughout the county I find many warm friends of education.

TEACHERS.

It is pleasant to be able to say that the teachers, with few exceptions, have labored faithfully, and have done their work well. Many of them, however, might lighten their labors in the school room, if they would avail themselves of such helps as professional reading and the institute afford.

TEACHERS' ASSOCIATIONS.

The La Crosse County Teachers' Association has had very frequent meetings during the year, and the good accomplished has been manifest. New methods and valuable information are the results. The teaching of physiology, history, reading, arithmetic, geography and spelling has been, by these meetings, rendered very effective.

EXAMINATIONS.

During the year, 82 applicants have been examined. Of these, 3 have received second and 55 third grade certificates. It requires 74 to fill all the schools. In the greater part of the work of examining applicants, I have followed the written method. I used carefully prepared questions, in which I endeavored to embody principles rather than puzzles, and written answers were required.

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## MANITOWOC COUNTY.

JOHN NAGLE, SUPERINTENDENT.

The belief which, a few years ago, prevailed to no small extent, that pupils should be restrained as much as possible in recreation, is happily supplanted by more rational and enlightened opinions. But the congener of that belief — that the requirements of education do not demand commodious school-yards,— yet maintains its hold upon the people. Surroundings have so much influence on mental activity and moral development, that special pains should be taken to properly impress people with a sense of their duty in this particular. Not infrequently the school site is limited to the territory within the school-house walls, which are made to do the double duty of protecting pupils from the weather, and the farmers' crops from vagrant cattle.

Within the last few years, quite a number of neat, brick school-houses have been built in Manitowoc county. Considerable attention has been given to style of architecture, convenience of internal arrangement, and furniture. But in some cases one steps from the school-house door on to the wagon track, and the farmer from whom the site is leased takes advantage of the erection to economize in fencing. This is not true of all districts, however, and those which had the foresight to procure a sight sufficiently large to admit of a commodious play-ground, are well repaid by the cleanliness of the pupils and the cultivation of taste in the pupils, something which rarely fails to develop under favorable conditions.

A large number of schools are supplied with patent seats, and the number is constantly increasing. People are coming to regard the proper seating of children in school as a question of humanity, and the old, straight-back, long-forms are now found only in those districts which are simply interested in doing enough to maintain their organization. Would it not be a step in the right direction to make condemnation of a school-house as unfit for use, a penalty for refusal to make repairs or to provide for proper seating of pupils? Those districts which are allowed to keep the rickety old

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seats, in use twenty years, are encouraged in their indifference to everything pertaining to educational progress by the immunity they enjoy in thwarting every attempt at improvement.

VENTILATION.

Ventilation is a matter largely dependent upon the teacher's ingenuity to manipulate windows. To make provision for proper ventilation is looked upon by many as one of the modern innovations on the good and sensible practices of the olden time. Teachers' expressed opinions on ventilation are largely cant. The negligence of school boards in the matter of repairing broken windows, is often a blessing in disguise, as thus is admitted fresh air, when every other avenue is closed. This subject should receive attention at institutes and teachers' meetings, and should be treated with reference to the means offered by the average country school-house, and not theoretically nor on the assumption that everything can be done that need be.

TEACHERS, TEACHERS' MEETINGS, ETC.

The great need of teachers generally, is to know a subject so thoroughly as to make their knowledge of it effective; to teach a subject so that the pupil realizes that he has received some ideas that are of benefit to him, and not that he has acquired certain knowledge whose value he must accept on faith, but of whose utility he is ignorant.

Teachers' meetings throughout this county have been managed with reference to imbuing teachers with this idea,—to distinguish between the text-book and the branch of knowledge for whose acquisition the text-book is an aid. I find that these meetings are an excellent adjunct to school visitation by the superintendent. A discussion at a teachers' meeting, of faults noticed by the superintendent to be somewhat general, either in giving instruction or in government, is of far more value to the teachers present than a dissertation on theory and art. A remedy given with direct reference to existing faults, is a better corrective than an essay on duty in the abstract.

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There are a number of active, earnest teachers in Manitowoc county who interest themselves to a great extent in teachers' meetings, and who have made this a factor in progress, whose value cannot well be overestimated. A circular had been issued to the teachers, offering suggestions as to the subjects which may most profitably be discussed, and urging attendance upon these meetings as a duty which the teacher owes to his profession and to his school. I doubt whether the teachers of any other county in the state are as enthusiastic over conventions of this kind as are those of Manitowoc, and I believe that more good comes from them than from any other agency. They have ceased to be gatherings where the superior intelligence of some may be displayed at the expense of the less gifted. Suggestions are offered, educational matters generally are discussed, and questions asked with a view to giving or receiving instruction.

#### EXAMINATIONS.

I have found it necessary to grant but very few private examinations, and in no case were these made necessary by the applicants shirking the regular examination. There is no longer an attempt made in this county to get a certificate to teach without an examination, and but very little importuning when the applicant's standing does not reach requirements. The county has been divided into five examination districts, and two days are given for third-grade branches at each examination. A supplementary examination is held about one month after the close of the regular series, at which applicants for certificates of the higher grades, and those having valid excuses for not attending any one of the regular series, are examined.

Up to the present, I have confined examinations principally to written work, but am now thoroughly convinced that oral work must be done so that the standing secured by the teacher will properly set forth his qualifications. Oral work must be individual, as a class exercise may be interesting, but not a good criterion on which to base judgment of qualification. Oral work may be limited to those whose standing approximates the minimum, and thus the examiner may more fully determine strength of mind and hab-

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its of thought, when the amount of present, available knowledge in the person examined leaves the superintendent in doubt as to the advisability of licensing him.

#### INSTITUTES.

The institutes held in this county are very properly subject to comment in this report. That of 1881 occurred before the termination of that school year, and that of 1882 at a period later than what should be the date of this report. The attendance at institutes held in this county is good, very few absenting themselves, except for good cause. But in a number of instances *attendance* is regarded as the sum of the teacher's duties. How to make an institute of interest to the progressive teachers, who are regular in attendance, and bring the instruction within the comprehension of those who need it most, is a problem still unsolved.

Questions for the examination occurring immediately at the close of the institute have been prepared with due consideration to the work done by conductors. While many teachers showed by their answers that they had profited to the fullest by attendance, others made it manifest that their response to roll-call was a summation of benefits received.

#### COURSE OF STUDY.

I cannot make a favorable report of the adoption of the course of study for county schools. I am satisfied it is not for the best interests of the schools to make the adoption of this course of study the main object of a superintendent's work. There are perhaps twenty schools in this county, outside of graded schools, in which the course of study could be introduced with profit; and more than that number of teachers who could proceed with intelligence under the course if supplied with the proper material on which to work. But the mere mechanism of classifying is a matter so inferior to the necessity of instructing the teacher as to the matter and manner of instruction, that I have been willing to lose sight of what I deem the less important in concern for the weightier consideration. A course of study can be introduced with profit only in a comparatively small number of the schools of the county, and I think to

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attempt it in a considerable number would be to invite failure, and add one more to the duties now but poorly discharged, and an increase of which would lessen efficiency in all. It is a farce to think of "grading" a school whose proper function, fixed by the character of pupils, is to teach these pupils to speak and read, and with the English language, not to that degree of proficiency known as "correctly," but tolerably. Instruction for children of foreigners, less American than their parents, that will enable them to converse where English is spoken without the aid of an interpreter. I expect to be able to make favorable reports of the grading system in at least ten schools of this county next year. The advancement of the schools and the ability of the teachers encourage this hope.

#### INTEREST IN EDUCATION.

School boards and patrons take but a languid interest in school matters as a rule, except in the matter of engaging teachers. The people cease active concern when provision is made for a school term, except when public rumor makes inquiry imperative. When there is a lack of interest shown by parents it is productive of indifference in the teacher, and his work never rises above mediocrity because it is not demanded by parents' taking such an interest in school matters as to give the teacher notice that his best efforts are expected. I speak of this as the prevailing rule. There are many school boards in this county that meet the highest expectations of men who have faith in the American people to promote the cause of education from a desire to see intelligence diffused. And there are many people whose appreciation to the importance of general education finds expression in active, intelligent work toward promoting the best interests of our schools. I am happy to be able to say that the opinions of these men prevail at annual school meetings, and as a consequence, the districts which maintain school less than eight months in any one year, are the exceptions.

#### ATTENDANCE OF PUPILS.

Absenteeism and irregular attendance are the greatest obstacles to progress in this county. Where the private school flourishes the public school languishes. This need occasion no solicitude if

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the character of the instruction did not give rise to anxiety. The piety of the teacher, his proficiency in the doctrines of the church whose faith he professes, and his devotion to its welfare, are in a majority of cases his leading qualifications. A great deal of sectarianism, some instruction in a foreign language and a little arithmetic constitute the course of study in a majority of cases. In very few of these schools is English taught at all. In those country towns in which private schools flourish, it is by no means uncommon to find children, now in this county, who have reached the age of 15, unable to speak English, though their parents are. I do not know of an instance in which the poverty of the parent is such as to justify the retention of the child from school. But there are young people in this county who find reading and writing so very laborious that they have discontinued practice in both. There are many who can read English, but are so much more proficient in some foreign language that their knowledge of English is simply an accomplishment of such little value as to be seldom called into use. These things are true of two towns in this county, and there are small portions of a few more to which the facts stated are also applicable. It would be an absurdity to attempt the enforcement of the compulsory law, which seems to have been framed with a view to its evasion,—a compulsory law in name, a nullity in practice.

With the exception of the two towns and the parts referred to, the attendance is all that could be desired, somewhat irregular, but this is measurably excusable.

#### REPORTS.

I despair of receiving reports from town clerks which will be approximately correct. They are of such a character as to demonstrate the necessity of the need of the "practical in education." In many instances the fault is with the district clerks, but not always. The statistics asked for by the State Superintendent relating to children between the ages of 7 and 15, would be of great value if correctly reported, in suggesting legislation to supplement the present compulsory law. But the reports on this head are not

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reliable. Directions should be given so clearly as to make mistakes almost impossible. Reports might then be secured which would in all matters be approximately correct.

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OZAUKEE COUNTY.

WM. F. SCOTT, SUPERINTENDENT.

According to the reports of the town clerks for the past school year, the number of children of school age in this county is 6,460. Of this number, 3,503 were in attendance upon the public schools. The number of children between the ages of 7 and 15 years is 3,393. Of this number, 2,762, a fraction over 81 per cent., attended the public schools. The greater part of the remaining number, 631, were, I believe, in attendance upon the private schools, of which there are ten in the county. If the exact number attending the private schools could be ascertained, I believe the percentage of attendance of children between the ages of 7 and 15 would be quite satisfactory. The sentiment of the people throughout the county is strong in favor of the schools. Patent seats are gradually finding their way into the school houses; and, with but few exceptions, the schools are now well supplied with maps, globes, and blackboard surface. A new school house, in district No. 1 of Belgium, was built last year, at an expense of over \$3,000. It is a two-story stone building, an ornament to the place and a credit to those who were instrumental in effecting its construction.

High schools, in compliance with the provisions of the statute, have been recently established in the city of Port Washington and in the village of Cedarburg. By doing regular high-school work they will add materially to the culture of the places in which they are located, and exert a salutary influence upon education throughout the county.

During the past school year, I have examined 95 applicants for certificates, and have issued 1 certificate of the first grade, 6 of the second grade, 55 of the third grade, and 14 of the limited third grade. I am well aware that the practice of granting these limited

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certificates is questionable, but when the supply of qualified teachers is less than the demand, I fail to see how we can do otherwise. It is a difficult matter to supply the schools of this county with teachers.\* The law requires of the teacher the ability to pass an examination in certain branches. The people in many districts require of the teacher the ability to teach the German language. It is frequently the case that the applicant can meet one of these requirements, yet fails to meet the other. Seldom is he qualified to meet both. I found it especially difficult this fall to supply the schools with teachers. At the close of the year a number of our teachers, mostly young men, quit the work to enter upon other callings. Others who could do good work in both English and German, were not easily found. It is to be regretted that so many persons who enter upon the work of teaching fail to make it their life work; or perhaps, with more truth and justice, I should say, it is to be regretted that the position of teacher in the average school has so few inducements that few can make it a life work without more or less self-sacrifice. To the youth in his teens, \$40 per month for seven or eight months in the year may seem immense. To the man of thirty, with a family to support, it is a mere pittance, wholly inadequate to supply his wants. He is compelled to seek other employment, and, unfortunately, at the time when his services are of most value in the profession. With an annual supply of raw recruits composing one-fourth or more of the number of teachers, continuous progress in the work of the schools is well nigh impossible. The plans of our ablest educators for the improvement of the schools necessarily fail of complete success. It is claimed that education is the work of the state. If such is the case, and I believe it is, the state should take entire charge of the public schools. The teachers should be examined, employed, and paid by the state. Twenty-one years of service in the schools should give the teacher the privilege of retirement on a pension that will secure him against want. At the present time, the teacher who furnishes the state with evidence of twenty-one years of successful teaching, may graciously receive from the state a

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\* The county superintendent is not required by statute, or common sense, to furnish a supply of teachers.—[State Supt.]

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certificate entitling him to continue. The weal of the nation hangs dependently upon the fidelity of the teacher in his work,] say our solons. May the solons, state and federal, ere long endeavor to elevate the work of teaching to the plane of a profession.

In the past year, I succeeded in visiting all the schools in the county once, many of them twice, and some of them three times. In these visitations it was my purpose to note the general condition of the schools, to observe the teachers' management and methods, and make such suggestions for improvement therein as I deemed necessary, to examine the classes and note the progress, and to encourage and direct the pupils in their efforts to obtain an education. With but few exceptions, our schools have done very satisfactory work.

The graded course of study has been officially adopted in only a few districts. In a number of other districts, however, the teachers organized the schools upon the basis of the course of study. The teachers who worked the past year in accordance with the provisions of the system speak favorably of its advantages.

Our teachers' institute was held in Cedarburg, commencing August 14, and continuing two weeks.. Prof. Charles Lau, who had immediate charge of the work, made the exercises both interesting and profitable. This is the third time that he has been institute conductor in this county, and he fills in full the requirements needed. The enrollment was forty-two, somewhat less than usual. The usual amount of rainy weather, immediately preceding the institute and during the first week of the same, so delayed the work of harvesting that many of the teachers were necessarily absent. Mr. P. K. Gannon, ex-superintendent, gave an address to the institute which was replete with valuable thoughts on the subject of education.

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PEPIN COUNTY.

WM. E. BARKER, SUPERINTENDENT.

Besides the facts set forth by the dry figures of the usual statistical tables, there are some others regarding our educational interests which may be worthy of special mention.

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Of the whole number of school-houses in the county, two-thirds are reported "in good condition." In the words of another superintendent, "They are so considered simply as buildings; but for adaptation to school purposes the comfort and convenience of children, many of them might be improved." Those of the remaining third are not wholly unfit for use, but are such as could hardly be described as being in good condition. Some of them might be rendered more suitable by a little, well-directed out-lay for repairs. Most of the buildings are frame; 3 in the town of Pepin are brick; we hope that in a few years the old log school house will be a thing of the past. About half a dozen such rude structures remain, but the number diminishes year by year. This fall (1882) two of our largest schools exchange the cramped and uncomfortable quarters which they have so long occupied, for commodious houses substantially built. Last year the school in the village of Arkansaw enrolled, each term, over 80 pupils in one room of insufficient size. To-day the school is well graded, and occupies a fine two-room building, costing \$1,500.

During the past few months, several of our districts have seated their rooms with patent furniture. About two-fifths of our schools are thus furnished.

Too many of our people seem to concern themselves in providing a suitable building only; other appliances, so necessary to make the school what it should be, receive little thought. The work of making the room look attractive is left largely to the teacher, who sometimes does considerable in this direction, but more frequently nothing.

About one-third of our schools do not have separate out-houses, and strange as it may seem, in a few cases none. This can be attributed only to gross negligence. Health and decency demand that there be two such buildings. Should not the failure to provide them be followed by a legal penalty? The school should be an educating influence for good — a *moral power* as well as an intellectual stimulus.

Lunn's Register may be found in one-half of the schools. I think it will soon be in almost universal use. One thing is especially no-

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ticeable; in nearly every case this register is neatly kept. I have found only one "standing disgrace" in the way of a "mussy, lead-penciled register,"—owing partly to the reminder at the top of every page, and partly to the fact that teachers feel that this register *means* more than one which simply provides for a record of attendance.

Most of our teachers have made an attempt to organize their schools according to the course of study given in the State Superintendent's Manual. Some, however, seem to regard the work as amounting to little more than a classification of pupils by "forms." In fact, my observation has been that one of the greatest obstacles in the way of the establishment of this system, is in the teachers themselves; in their failure to comprehend fully the objects to be attained by it, and in the low grade of scholarship which many of them possess. How can a teacher, who can barely measure up to a certificate, *graduate* pupils in the common school course? And yet, many of our districts are compelled to choose between employing just such teachers, and having no school. I do not know that our teachers, as a class, are behind those of other counties. Most of them, however, are young, and have had little experience. Very few of those who taught in our schools five years ago are still in the ranks.

One very encouraging feature consists in the fact that the county has been well represented by students in the Normal School at River Falls. This promises hope for the future, provided our people do their part by paying wages enough to keep those who receive such training in the work. This school is making itself felt in our midst. About one-third of those now teaching have attended the Normal for a time. May the day be hastened when the teacher who has no strictly professional training shall be the exception.

The institute at Pepin in the spring, conducted by Prof. Thayer, was considered one of the best that has been held in the county. Teachers were interested and did good work. At each institute held in the past two years, many of the members provided themselves with one or more professional works.

"Swett's methods" are being tried in many school rooms.

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## PIERCE COUNTY.

A. ROSENBERGER, SUPERINTENDENT.

The teachers of Pierce county, as a whole, have done good, honest work during the past year.

## GENERAL STATISTICS.

The following comparative statistics are of a very encouraging nature:

Number of school age in the county, in 1881 .....	6,764
Number of school age in the county, in 1882 ... ..	6,539
Decrease during the year.....	225
Number of school age who attended school sometime during 1882....	4,813
Number of school age who attended school sometime during 1881....	4,374
Total gain in attendance this year.....	439
Per cent. of enrollment for 1882.....	74
Per cent. of enrollment for 1881.....	63
Per cent. of enrollment gained this year ... ..	11
Attendance of enrollment, 1882 (per cent.).....	88
Attendance of enrollment, 1881 (per cent.).....	61
Attendance of enrollment, gained this year (per cent.).....	27
Number of persons employed to teach the schools during the year '81.	191
Number of persons employed to teach the schools during the year '82.	184
Being a decrease of .....	7
Number of districts that have adopted text-books, 1882.....	84
Number of districts that have adopted text-books, 1881.....	79
Giving a gain of .....	5

We are stimulated to renewed effort by reason of the above facts.

1. Although there are not as many children of school age in the county as there were last year, yet the enrollment this year was 439 greater than it was then. That is, the enrollment was 11 per cent. greater this year than last. 2. The most striking gain is found in the attendance of pupils enrolled, being 27 per cent.

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higher than it was last year. This fact shows that the teachers were faithful in their work. 3. Another sign of improvement is that 7 persons less were employed in our schools as teachers, this season, although we have two more schools than we had before. About 25 per cent. of the teachers taught the same schools this summer that they were in last winter. I think this one thing at least partly explains why our schools were more successful than usual.

**TEACHERS' WAGES.**

Teachers' wages have not changed materially since last year. The average wages for male teachers, last year, was \$39.18; now it is \$38.86, being a decrease of 32 cents. Last year the average wages for female teachers was \$28.08; now it is \$28.59, being an increase of 51 cents.

**TEACHERS' EXAMINATIONS.**

The teachers' examinations have been somewhat thorough, the object being to keep the supply and demand about equal. By this means, we have been enabled to secure a better grade of teachers. About 50 per cent. of those who attended the examinations failed to pass the required test. Although the general average for the first and second grade certificates is higher than for a third grade, yet the marking was not quite so close, thus encouraging teachers to strive to attain to the higher grades.

**TEACHERS' ASSOCIATIONS.**

Seven teachers' associations were held in the county, during the past season, with an average attendance of 45. As a special inducement for teachers to attend, I allowed them 5 per cent. extra on their work this spring, at the examinations, for attendance upon one or more associations during the winter or spring. The topics discussed at these gatherings related mainly to district-school work, and were ably presented by the teachers to whom they were assigned.

**TEACHERS' INSTITUTE.**

We have not had an institute thus far, but expect to have one, beginning August 14th; President W. D. Parker, of the River

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Falls Normal School, conductor. The prospects are good for a large attendance, notwithstanding it comes in harvest time. We partially supplied the lack of special work in this line by devoting two evenings at each point where examinations were held, to school-room work, and the best methods for doing it.

#### COURSE OF STUDY.

In the term report that the teachers are required to make out and send to me, is this question: "Have you graded your school in accordance with the pamphlet sent out by State Superintendent Whitford? If not, why not?" In reply, 76 per cent. state that they have done so, or nearly so; while a few of the remainder say that they have tried to do it, but failed in their efforts. At each association held this last year, we discussed this subject, its practicability, and how we could best reach the desired result. At the present time, I have a new form of "term report to my successor" being printed, which I think will quite materially assist us towards greater uniformity in our work. It is intended that one copy shall be left with the school clerk for the next teacher, and a duplicate of said copy is to be sent to the County Superintendent. I have also prepared an outline of study in Home Geography, and a brief history of Pierce county, for gratuitous distribution to the teachers of the county. All these things look towards the one object, viz., harmony of action in our district schools.

We have had seven graduates from the course of study during the year, and we expect a large number next spring.

#### SCHOOL VISITATIONS.

I consider this one of the most important, if not the most important, of the many duties that devolve upon the superintendent. He should be a person of good common sense seasoned with judgment; be able to kindly encourage the teacher in the work that is being well done, yet not flatter; with equal candor, point out where the work might be improved, yet do it in such a way that no offense will be taken. With these objects in view, I have had special blanks for "suggestions" prepared, on which I write the com-

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mendable features, also make what suggestions seem to me pertinent, and then leave this memorandum with the teacher for future consideration. I have made 160 official visits since last fall.

#### SCHOOL HOUSES.

We have some good school houses in this county, but many more that are not worthy of the name. I am glad to say that the latter class is being quite rapidly displaced by new and more commodious buildings. The sites are well chosen, as a general thing, as far as the health of the pupils is concerned; but not always wisely selected, as regards the accommodation of the several families of the district.

#### EDUCATIONAL COLUMN.

Through the kindness of the proprietors of the *River Falls Journal*, we are able to have an educational column for the teachers of this county. Here the teachers may discuss topics of mutual interest, and make public those things that they think are for the general welfare of the teaching fraternity. A superintendent of this county once said that the teachers of the county would not support such a column with original matter; but I must say that I have been happily disappointed in this, as I have been overstocked with good manuscript most of the time.

#### CIRCULARS.

I enclose copies of the several circulars issued by me during the past year.

The one relating to the course of reading for Pierce county teachers has awakened quite an interest among the teachers in this direction. As a special inducement to teachers to read this course, I have had a list of the books attached to all the certificates issued by me, and the names of the books not read are crossed off. By this means, school officers, and others, are enabled to know just what books of the course the bearer has read. The circular on the course of study cleared up many things, but I found that it was not explicit enough in some things. I think that circular No. 3,

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more especially intended for school boards, has done more towards discouraging a desire for a low grade certificate than any other one thing that I have done.

WORK AHEAD.

Fully realizing that we are but on the outskirts of the work that is to be done, it is with renewed strength that we shall begin the work of another year; for we know that we have willing hands to help, clear minds to direct, and with constant, indefatigable work, we shall be able to do a good year's work.

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RACINE COUNTY.

W. G. GITTINGS, SUPERINTENDENT.

My first official visit to the schools of this county was made January 4, 1882. Since then I have made 128 visits. There are 76 schools in the county and 82 teachers are employed. Most of the school buildings here are in good condition, and are well furnished with books, maps, globes, and other things necessary to successful teaching. A few of the school houses are miserable structures, wholly unworthy the name, and ought to be "condemned." The great majority of school sites in this county are unenclosed, and but very few districts have wells in or near their school sites. It is encouraging, however, to note that during the last vacation, several of the districts have enlarged their school sites and have tastefully enclosed them, besides making other needed improvements in and about the school room.

During the year but one new school house has been erected in this county. This is a commodious and well-arranged building of two departments, situated in the village of Union Grove.

The number of districts reported as having adopted a list of text-books is 38; of these, 31 are reported as using only those adopted. During my visitation of the schools, the mixed condition of the text-books used in many of them was particularly noticed. In several instances the school officers were consulted and urged to adopt

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a uniform system. They have promised to give this subject their early attention.

During last winter several teachers' meetings were held in different parts of the county. Most of them were well attended by some of the best teachers, and a proper degree of interest was manifested by all. During the coming winter an increased effort will be made to have these meetings better attended and to make them more interesting and profitable.

Our teachers' institute was held at Burlington, beginning August 21, and continuing two weeks, with an enrollment of 82 working members, nearly all of whom were practical teachers, and nearly all were in attendance throughout the session. Prof. J. Q. Emery, of Ft. Atkinson, and Prof. E. R. Smith, of Burlington, had charge of the institute; and a more satisfactory and profitable institute, I believe, was never held in Racine county.

But little has been done, as yet, to introduce the course of study in our schools. Several teachers, however, are using it with more or less success. Circulars on the "Grading System," have lately been widely circulated among teachers and school officers; and during the coming winter the subject of grading our ungraded schools will receive considerable attention.

Since my incumbency, two public examinations have been held in this county, at which there were 144 applicants. Of these 43 were refused certificates. Of the teachers in this county, six hold first grade certificates; twenty hold second grade certificates; and seventy-five hold only third grade certificates. About eight of our teachers were prepared in colleges and universities; about twelve were prepared in normal schools; and the remainder, with but few exceptions, were prepared in the high schools and academies of this county.

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ST. CROIX COUNTY.

E. I. DWELLEY, SUPERINTENDENT.

The attendance throughout the county has increased in a marked respect during the last term. Some teachers reporting a constant attendance of the pupils during a term of three months, without one case of absence or tardiness.

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About 69 per cent. of the children of school age were in attendance upon the public schools during the past year. We are working for, and expecting to have a large increase of attendance during the coming year. As soon as the parents appreciate the importance of a prompt and continuous presence at school, we shall see the attendance increase, and the dangerous results of irregular attendance removed. I think much depends upon the supervision of the schools in this respect. Many parents only need to have this subject presented to their notice, and their co-operation is immediately given. It is in most cases a lack of thought on the part of the parent, that causes and allows this great evil to exist to such an extent.

I think the teachers of our county are more in earnest and are more careful in the preparation of their school work. They seem to be putting forth greater effort toward their own improvement, and are striving with commendable zeal to secure a higher grade of certificate. This costs them money, time, and strength. Let district clerks and the patrons of our schools think of this, and employ those, and only those, who are trying to prepare themselves for better work. I have counseled and encouraged the employment of teachers from our normal schools, believing them qualified to do better work. District boards are beginning to feel the importance of securing more competent teachers; and teachers are striving to make themselves worthy of confidence by taking advantage, to a considerable extent, of the facilities offered by our normal schools.

Since January last, I have made 203 visits. During these visits, I have tried to examine into the work being performed by both teachers and pupils. Have tried to instil in the pupil a spirit of thought, and thorough investigation; to encourage and aid the teachers in all their endeavors to promote the good of their schools. In all of these visits I have presented the grading system, talked about it to pupils, consulted with teachers and with district boards whenever I could obtain an opportunity. The greatest difficulty experienced is to classify the schools in such a manner as to make and keep the different grades separate and distinct. Many teachers confound the two, classifying and grading, thinking, if their schools

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are classified, they are ~~working~~ in grade. Notwithstanding this, we have introduced this system into ~~several~~ schools. I find the teachers all willing, and most of them ~~anxious~~ to see their schools graded. They have shown an intelligent zeal and commendable perseverance in this attempt — seem willing to perform ~~the~~ work that such a system demands. Already a marked change is seen in those schools which have adopted this system. Great credit is due to the citizens and school boards for their hearty co-operation in all of our efforts at gradation. One school district, No. 4, town of Star Prairie, has worked into very excellent grade. This summer, a class of nine young ladies graduated, receiving their common school diplomas. The exercises were highly creditable to both scholars and teacher. I think, in time, the system of grading will become a part of our common schools, but it will require time and patient labor, as there are many influences to retard its adoption.

In my examinations, I have required of the teachers intelligence, industry, and energy. Experience has proved that by a proper supervision the standard for teachers can be raised. Rigid examinations into every part of the school work should be established to protect the school interests. A thorough examination is a notice to leave served on every incompetent teacher. I have granted 122 certificates. Refused 42.

Monthly associations have been held during the year, excepting in the month of August. These associations were regularly attended by a few of our best and most reliable teachers, who by their constant efforts and diligent work, have given it a helpful and permanent character.

Prof. J. B. Thayer held a very successful institute at Hudson, commencing April 24th, and continuing one week. Sixty-two teachers were in attendance who vied with each other in their endeavors to contribute to its prosperity.

Evening lectures were delivered by Prof. J. B. Thayer, Pres. W. D. Parker, and Rev. W. W. Rowley. Instrumental and vocal music, which added much to the interest of the work, was furnished free by Mr. Thomas Hughes.

There are 102 school houses in this county; several of them are

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dark, damp, and poorly ventilated. The desire for improvement in this direction is manifest all over the county. Old houses are removed and new substantial ones are taking their places. Four new school houses have been built during the year, several old ones repaired and re-seated with patent desks, while several are in process of erection at the present time. Ninety-nine of these school houses are furnished with black boards; 44 have a map of Wisconsin; 56 have a map of the United States; 39 have a globe, and 87 a Webster's Unabridged Dictionary.

In conclusion, I am happy to be able to add that much progress is being made in the common schools of our county, and their progress is steadily increasing.

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SAUK COUNTY.

J. T. LUNN, SUPERINTENDENT.

The date of annual school meeting and of report seems to have swung from one extreme to the other and landed right in the midst of a term of schooling, with all its unfinished business, which clerks have wholly excluded or included or averaged, as suited their several notions, and thus muddled the statistics more than usual, which is needless; and next year it is probable that many will not account for the latter part of last summer's term. Also, as a term of average length cannot well be finished by May 31st, most districts have voted schooling and supplies extending beyond the next annual meeting; whereas, had the school year closed about a month later, the annual round up would have closed school then, and not indefinitely continued a term into the dog days. As it is, the outcome may be to popularize a fall term of two months and a short spring term to close with the school year.

The supply of properly qualified teachers is matter for grave consideration when one first and two second grade certificates are in use in the county, and a solitary normal nomination for the year epitomize the pedagogic aspirations of the teachers of a county containing 30,000 inhabitants, and ten graded schools, most of them

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prepared to teach the higher branches. "*Qualified*" should mean possessing medium rather than minimum qualifications, natural and acquired; whereas the fact is that more than one-fourth of those authorized to teach here fall below my minimum plane of qualifications, and, against my judgment, are *given* licenses on the theory that the schools had better be filled by poor teachers than by none at all.

In nine years' supervising, I have never had enough full certificates out to fill more than three-fourths of the schools, and I think that I or certain other superintendents must possess the minimum of attainments for our duties, if they can find two fully qualified teachers where I can find one. Lessening the number of licenses in a county is no sign that the standard is raised, but may mean the direct opposite.

I was glad to receive a sample set of questions for the examination of teachers from the state department, though they came too late for use this fall. My consolation is that they are on a plane so much above mine as to let me out as a moderate member. Noticing that over fifty per cent. of a normal enrollment is as local as that of a high school, suggests that additional allurements might be devised to draw the quota from each assembly district, and distribute the benefits while dissipating the localism which some day will be wielded as a deadly weapon against normal management. Our normalites do very commendable work, and I do not wish our remoteness to isolate us completely from normal nominations and benefits.

Nothing yet seen in the workings of the Course of Study weakens my conviction that it is a fountain of good to our country schools, though yet in the budding rather than the fruiting stage. All that I can do to make its use universal and effective is being done, and nine-tenths of the country teachers practice its precepts as thoroughly as they do those of any other text work, which is all that can be expected of them, working by the light they have. Little or no objection is made to its use, as familiarity has robbed it of its terrors, and experience has developed its merits. So far

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If no  
Instruction  
package, fifteen diplomas have been awarded, and three more promised  
the completion of certain imperfect work.

The course still needs enlarging to embrace a brief syllabus of each branch, and more specific details in methods of instruction, if it is to fill the full measure of its field and purpose to steady our teachers' assault on "what every citizen should know," and crown the pupils who master it.

"The Course of Reading for Wisconsin Teachers" is appended to all certificates, and is having most encouraging patronage, as three-fourths of the teachers report some work perusing. There being much exchanging and borrowing books, the reading is not consecutive as arranged, though credit is given as soon as the year's section is completed, no matter in what order read. Though much of the reading may not be as thorough and thoughtful as desired, the teachers seem conscientious not to claim more than actually read, which I find very easy to record for reference.

An encouraging number of old houses have been remodeled or displaced by new ones, more in accord with modern ideas of comfort and convenience, though no items of the circular on school architecture seem inbuilt in any of them, to provide pure air and adaptation to school, as distinguished from other public purposes. Patent desks are becoming quite common in country districts, and local emulation tends to their spread. Apparatus has been very lightly purchased, and its use or misuse by teachers does not move boards to increase the stock, so that many districts provide nothing toward teaching but a blackboard.

The compulsory law seems to have lost whatever *terrorem* effect it may have had, as time develops the fact that uninterested officers will not embroil themselves in lawsuits to continue other peoples' children at school. A more impersonal and efficient scheme is to assess a tax of ten cents or more for each day's delinquent attendance and collect it on the tax roll. As the law now stands, it tends to prove that prohibition don't prohibit.

In connection with our county association, an exhibit of school work was held, which, for variety and quality, reflected much credit on its promoters, and by the interest attending it some good

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should result. Professionally, it probably did as much good as one at a county fair, without quarter the trouble or expense. Others will doubtless be held, as this was generally regarded as a profitable success.

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TREMPEALEAU COUNTY.

W. J. SHOWERS, SUPERINTENDENT.

The locations for our ninety school houses are generally well selected. It seems from an examination of the sites, that the patrons had in mind the center of the district, good drainage, and healthy surroundings. From an aesthetic standpoint, the selections are not always so well made, nor the majority improved as they should be. Sixteen sites are reported to contain less than one acre. Very few are inclosed with a suitable fence or provided with proper outside conveniences. Sixty-three are provided with separate outhouses for the sexes, leaving twenty-seven not so provided. Of these sixty-three, few are really separate, but consist of one building divided into two apartments by a partition which is more or less shrunk, and often rendered still less serviceable by the use of knives. These outhouses are generally too small, seldom accommodating more than from two to four children. Our district schools have an average attendance of ten to fifty pupils, and when we consider that all these may require accommodations during a recess of fifteen minutes, it is no wonder that we often find these places more or less filthy and covered with obscene caricatures. Patrons should provide necessary accommodations, after which teachers should see that they are kept according to the demands of propriety.

Wood-sheds are seldom provided, and conveniences generally deemed necessities at the several homes, are too often considered superfluous luxuries in or about the school house.

The school rooms are not all in a condition to be properly warmed, and very few are provided with any system of ventilation. The device generally practiced by our teachers is to place a narrow piece of wood under the lower sash; this leaves a narrow opening between the sashes, which admits air in an upward direction. An-

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other contrivance used by some teachers is to lower the upper sash on the windward side of the room and raise the lower sash on the opposite side. This is a good method when judiciously practiced by a watchful teacher.

Many of our school rooms are furnished with patent desks, graded to accommodate the different classes of scholars, while too many are yet furnished without any seeming regard for the wants of the smaller pupils. This is, to say the least, very uncomfortable for the little folks, for whom the school room should be as attractive and comfortable as possible, let alone the violation of physiological laws so important during the earlier years of childhood. The desk as well as the seat should conform in size to the wants of the occupant.

The rooms are often well lighted but this light is not always controlled as it should be. The light should be admitted from the rear and side, that the rays may be reflected from the pupil's work to his eye. Windows in front of scholars produce injurious effects without aiding the student. It is seldom that we are obliged to criticise the location of windows, but are often pained to notice those that are not provided with curtains. A school room with curtained windows is more attractive than one not so provided; still, the curtain is more important as a light regulator than as an attractive feature. Unbleached muslin makes a cheap, durable, and excellent curtain for the school room.

Eight school houses are reported as having no blackboards, while very few are amply provided with this necessary help. The time has been when a blackboard four times the size of a large slate was considered an acquisition, but live, earnest teachers of the present day, require more surface on which to use crayons. Slating put on hard-finish plastered walls, make the best blackboards.

Seventy-four schools are not supplied with charts, forty-three are without a map of Wisconsin, fifty-four have no map of the United States, seventy-five are without a globe, and ten without Webster's Unabridged Dictionary.

Many of our schools, especially some of the graded, are well supplied with outline maps, globes and mathematical forms.

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One hundred teachers are required to teach the schools of our county. If we could always have acquired knowledge, ability to organize and govern, with the tact to instruct, combined in the same individual, it would be an easy matter to select our teachers; but these attainments being so unevenly developed in different individuals, we cannot determine who good teachers are, except by practical work done in the school room. Teachers who show by their work that they possess these qualifications, should be preferred to those who have not established such records of successful work; and while these tested teachers are underbid by younger and less experienced ones, we cannot hope to have many who will make teaching a profession. Many of our teachers are a hard working, earnest class of men and women, doing excellent work in our schools, while too many are content to perform inferior work. There are others who, from a lack of sufficient preparation or "having no heart in the work," are really mind and body destroyers, instead of mind and body developers.

Thirty-nine male, and one hundred and one female teachers were employed last year. The average wages paid to male teachers, per month, was \$38.44; to female teachers, \$26.66.

The number of certificates granted during the year is as follows: Male teachers, first grade, 6; second grade, 9; third grade, 31. Female teachers, first grade, 1; second grade, 5; third grade, 103; total 155. There were 139 applicants for certificates last spring, of whom 41 received full grade certificates and 34 limited.

Two days were devoted to the work at each of the four examinations. Oral work was conducted in written arithmetic, mental arithmetic, geography, reading and orthography; written work was had in all the branches required of applicants. The results of the oral and of the written work were combined, from which was determined the applicant's standing.

The annual institute occurred during the term of my predecessor in office. It was held in Arcadia during two weeks, beginning Aug. 15, 1881, and was conducted by Prof. J. B. Thayer. 96 are reported to have been enrolled, 70 of whom had taught and 59 attended previous institutes.

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Our eight graded schools and twenty of one department are reported as having adopted a course of study. Nearly all our teachers are doing what they can with our *grading system*. Progress is necessarily slow, and years must elapse before we can see our schools working under the system as designed by its originators. Our better teachers recognize the need of the *system*, and have already done much to demonstrate the practicability of graded work in our district schools. Our greatest hindrances in this work, are frequent changes of teachers, incompetency of teachers, and irregularity of pupils. Patrons seldom object to the course of study, and never when its benefits are properly explained. I am in full sympathy with the immense work to be done in this direction, and am doing what I can to advance its interests. None of the pupils in our schools have yet graduated from this syllabus, but we hope as soon as practicable to have regular examinations to accommodate those who are completing the work of this course of study.

The duties imposed upon our *school boards* are varied, responsible, and often laborious; their work is not always appreciated, and it sometimes seems that the more diligent they are in the discharge of duties imposed upon them, the more unjust are the criticisms made upon their gratuitous labor. Our *school boards* manifest their interest in this work by generously providing the best teachers the funds placed at their disposal will allow, by making repairs and providing necessary supplies.

Patrons do not always understand what is for the best interests of the schools, and on account of varied individual matters, frequently seem indifferent to this paramount duty when really their whole sympathies are with us in this great work.

Four new school houses have been built during the year; others have been repaired and improved, and many supplied with apparatus and conveniences not before in use in these districts. It may justly be said that the people of Trempealeau county take great pride in their public schools and that they will maintain the true interest of our system of popular education.

There are 6284 children of school age in the county, 4374 of

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whom have attended school during the year, leaving 1910 who have not been in attendance.

Parochial schools are maintained in some localities, and when we consider that many of our public school houses are so far apart that it is difficult for small children to attend, it is apparent that a much less number violate the compulsory law. This law is enforced in some localities, and although not always operative, is an indirect means of a more general attendance.

Too much attention cannot be given to the subject of records. District clerks should exercise great care in keeping these as prescribed by law, and especially to see that the teachers have proper registers, and that these registers are properly kept. The law demands more than a record of attendance of scholars, yet this is all a teacher's register often shows. Now that we are working under a grading system, we must have records that will indicate more than the pupil's name, age, attendance and studies. A record must be made of the student's standing and the work performed by him. Provision is not made for this in our old registers, and few teachers keep these additional facts, or if kept, are not in the form of permanent records. The last annual reports of many district clerks to town clerks demonstrate the necessity of more care in keeping proper records.

Prof. Lunn's register is admirably arranged for the teacher's work, and should be in every school-room.

It is to be regretted that teachers' meetings have not proven of sufficient interest, in our county, to exist. We have many live, earnest, progressive teachers who sincerely regret this state of affairs, and who will unite to re-establish these useful helps.

A teacher's report of school engagement is required that it may be known, by me, when the terms commence and when they close. A few other items necessary to be on record in this office are included in this report.

A teacher's monthly report, giving a general summary of the work done during the preceding month, is also required.

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## VERNON COUNTY.

WILLIAM HAUGHTON, SUPERINTENDENT.

It is a matter of congratulation that notwithstanding the rough nature of our county, the miserable condition of the roads during the greater part of the school year, the distance of many homes from the nearest school house, and the desire of many parents to make the most of their childrens' help on the farm and in the household, I can offer so fair a showing of school attendance as I have given in my annual report.

The compulsory law may have done much in rousing the indifferent, but much more has been accomplished by an awakened and enlightened public sentiment.

An increasing interest in educational matters can be further seen in the amount of expenditure for new buildings and in the furnishing, refitting and repairing of old ones. For this we are largely indebted to both normal institutes, with the public lectures connected therewith, and to the many circulars sent throughout the county from the office of public instruction at Madison.

The work of advancement may be slow, but it is regular and continuous, and we hope at no distant day to see Vernon county among the foremost in the ranks of those who are an honor to our state.

When not necessarily engaged in office work, and during the months our schools are in session, I have been constantly among them, aiding and encouraging teachers in their work, and seeking to inspire pupils with the love of learning. I have obtained monthly and quarterly reports from the teachers, as to the condition of their schools, the regularity of attendance and the causes of non-attendance, the grading and advancement of classes, and the methods of hearing recitations. I have induced the teachers to visit the homes of their pupils and to talk to their parents on matters pertaining to the interests of the schools, and much good has been the result. I have also enlisted the aid of teachers in seeing that the school-rooms are better ventilated, and that the physical and moral, as

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well as the intellectual culture of the children, have careful and due attention both in the school-room and on the school grounds.

I am happy to be able to add that private schools are fewer, and have in a less degree interfered with the district schools.

Two institutes have been held during the year; one at Viroqua, in the fall, under the management of Prof. Salisbury, with a fair enrollment, representing nearly all the towns in the county; and one at De Soto, in the spring, under the leadership of Prof. Hutton. The impassable condition of the roads, and the impossibility of getting any public vehicle to reach the place, made the attendance small. We are making strenuous efforts and large preparations for a successful institute at Viroqua the coming season. These institutes are of vital importance to our schools, owing to the fact that few of our teachers can attend the State Normal School.

Sixteen public and two special examinations have been held at points of easy access to candidates. A sufficient number of certificates were granted to fill all the schools in the county. The work was very elementary, both oral and written, and the papers placed on file for future reference. Special attention has been called to the "grading system," and to the proper ventilation of the school room.

Hindrances and difficulties come from prolific sources, and are much the same with us as in other counties.

- (a) Lack of interest among parents.
- (b) Lack of school visitation on the part of boards.
- (c) Lack of uniformity of method among teachers, and the frequent changes that make the profession an itineracy.
- (d) Lack of sufficient salary to retain our best and most experienced teachers, who are driven to seek more lucrative employment, leaving the work to the less able and efficient, who work at lower rates.

We trust, however, that as the dignity of the profession is recognized, and as the standard for examinations is advanced, these will in time pass away.

We have two High Schools; one at Viroqua, under the able management of Prof. C. J. Smith, continually growing into usefulness

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and public favor; and one at Hillsborough, under the charge of Prof. A. E. Smith, also doing good work.

Among our several graded schools, one at Ontario has won a high reputation, and attracts many non-resident pupils. Prof. D. O. Mahoney has had charge for several years, and has deservedly won a place in the hearts of his pupils and their parents. He is a true friend and helper to the faithful student, and has long been a successful teacher.

Our schools are slowly but surely progressing. They are better graded, better furnished, and better taught than in former years, and as time advances and the public sentiment grows in their behalf, they will show more excellent results.

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**WAUKESHA COUNTY.**

JOHN HOWITT, SUPERINTENDENT.

The people of Waukesha county, have always manifested a great interest in their common schools; knowing that the future welfare of the people, state and nation depends on the intelligence of its citizens. When we compare the present with the past, we are pleased to note that progress has been made in the efficiency and usefulness of our schools. This progress is apparent in many directions, viz: Teachers improve every effort in preparing themselves for the important work; the improvement of school buildings; supplying improved furniture and apparatus; more attention paid to the sanitary condition of schools; the enforcement of compulsory education; ungraded schools adopting a course of study; district boards adopting a list of text books; the selling of text-books to pupils at wholesale cost; dividing the school year into three terms instead of two; retaining the same teacher for a number of terms; demand for good teachers with higher wages; greater care exercised by school boards in the selection of teachers, understanding the school derives its prevailing spirit chiefly from the teacher; and as this spirit is various, the tone of the school will be either high or low, energetic, intelligent and moral according to the source from which the government emanates.

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Waukesha county contains about 30,000 inhabitants, and is divided into 118 school districts, requiring 144 teachers when all schools are in session.

All required reports have been received from regular districts, joint districts and parts of districts. A large majority of the school houses are in excellent condition, and well furnished. A great interest is taken by the citizens throughout the county in building and repairing school houses, and in furnishing schools. A person visiting the schools a few years ago would be surprised, if they visited them to-day, in the rebuilding, seating, school furniture, decorating, school grounds, etc. Do not understand me as saying that all our school buildings are in good condition, as there is still a great change needed in certain districts in relation to poor and ill ventilated school houses. In my reports to the county board I have called upon school directors, parents, teachers, and all concerned, to look well to the dangers which may easily arise from ill-ventilated school houses and impure water; also from improper lighting.

An increase in the percentage of attendance of children between the ages of seven and fifteen is noticed since the passage of the compulsory law. District boards in certain districts are enforcing said law with good results.

I think it would be well if a change was made in the school law making the school year end June 30, instead of May 31, and all annual school meetings be held 1st Monday in July instead of June; thereby all public money could be received before the annual meeting; most of the schools would be closed for the year; it would be more convenient for district boards in making out their reports.

The county teachers' institute which was held at Waukesha, September 4th, secured a good attendance. Methods of teaching reading, penmanship, arithmetic, grammar, geography, civil government, history, were presented to the institute with tact and ability, by Professors Salisbury and North. An able address was delivered before the institute by Hon. R. Graham, State Superintendent of Public Instruction. Prof. J. W. Stearns, President of Whitewater Normal School, delivered an able lecture on Tuesday evening;

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Subject, "What is Education." Rev. H. Rose, of Milwaukee, delivered a lecture on Friday evening; Subject, "Teachers' Difficulties," which was highly appreciated.

The facilities for the youth in this county to obtain a higher education, as well as common, are excellent. Among the prominent schools, I may mention Pewaukee, Waukesha and Oconomowoc high schools. The principals of the above named schools were Professors North, Miller, and Smith. In relation to these high schools, I would say, they have all been supplied with excellent instructors during the past year; attendance good; deportment excellent; a large majority having completed the common branches, have been studying the natural sciences; about fifteen graduated during the past year. Our graded schools consisting of two or more departments are the Waukesha, Oconomowoc, Pewaukee, No. 1, No. 3, Eagle, Delafield, Genessee, Mukwonago, Menomonee, Merton, Hartland and Sussex. The above schools are doing good work.

Carroll College, which is so pleasantly situated at Waukesha, under the supervision of Prof. Rankin, has a large attendance and is in a prosperous condition. The college is a most essential element in educating the youth and teachers of our county as well as from the different parts of this and other States. Oconomowoc Seminary, most pleasantly situated at Oconomowoc, under the supervision of Miss Jones, is doing an excellent work in the education of young ladies. During the past year 27 applicants have been nominated to the normal school at Whitewater, and a few to the other normal schools. Quite a number of our teachers have been educated at the different normal schools, and the excellent work done by them is a sufficient recommendation of the excellency of our normal schools.

In relation to our teachers, I would say, more conscientious, energetic, faithful, and successful teachers it would be hard to find, and think they would compare favorably with those of any county of the state in relation to education, character, and ability to teach. In relation to my work, I will only say, I have tried to do it faithfully and conscientiously.

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## WINNEBAGO COUNTY.

W. W. KIMBALL, SUPERINTENDENT.

There are only three school-houses in this county which are not properly located, as regards center of district, dry and healthful surroundings, with from good to excellent play grounds; and one of these will be changed the coming year.

Most of them are large enough to properly seat those in attendance, yet were built without any suitable means of ventilation. This defect, frequently discussed at teachers' meetings, has been partially remedied by the adoption of a simple plan, which is being generally followed. In all schools, wood is used for fuel, and while most of the rooms can be kept at a proper temperature, yet the position of the desks and stove is such as to cause annoyance to many pupils. Some districts have remedied this, by placing a zinc screen, three feet wide, resting about one foot from the floor, on three sides of the stove. A map of the state of Wisconsin and of the United States, a globe and dictionary, are found in most of the schools. As a rule, they are well supplied with blackboards, yet the position of the windows is such as to render them properly discernible to only a part of the scholars at once.

Eight meetings for the examination of teachers have been held. Time given to each has been from two to three days. The spring examinations required three days, as the classes were one-third larger at that time than in the fall. I have licensed a few to teach. This has been done when requested by the school board, or when recommended by President Albee.

The institute was well attended, and I believe was in every way a success.

Profs. Briggs and Bright have the sincere thanks of the teachers of Winnebago county, who would be glad to meet them again.

Teachers' meetings were held monthly at Omro during the greater part of the year, and at Neenah, through the spring. During the winter bad roads prevented holding meetings in the northern part of the county. Much earnestness was shown at these gather-

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*Extracts from Annual Report of State Board of Supervision.*

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ings, and many subjects pertaining to school work were thoroughly discussed.

By Prof. Rood's removal from the county the associations are deprived of valuable assistance.

I have visited nearly all of the schools twice during the year. We have nine schools that have but one term each, generally six months, commencing the middle of October. These, as a rule, I have visited but once. A number of schools were badly broken up during the winter by sickness. In most schools there has been a noticeable gain in attendance, many enrolling from five to ten more scholars than for some years previous. I can report no marked difference in the interest shown or expressed by school boards and patrons, many not having entered the school-room during the year. Yet they are willing to pay fair wages and furnish the school with necessary apparatus.

Much interest is taken in the grading system, and in a number of schools the primary and middle forms will be fully established the ensuing year.

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## EXTRACTS

FROM

### ANNUAL REPORT OF STATE BOARD OF SUPERVISION.

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#### THE INDUSTRIAL SCHOOL FOR BOYS.

As it is one of the imperative duties of the state to punish crime, it follows, as a logical proposition, that it may, with great propriety, at least, establish and maintain such institutions as are directly calculated to prevent infraction of its laws and disregard of the ordinary restraints of society. It was in consonance with this proposition that Wisconsin established an industrial school for boys, who, by reason of vagrancy, or incorrigibility, or transgression of specific law, have entered upon courses which inevitably end in offenses of much greater magnitude. In briefer terms, this

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institution is founded in the principle that prevention of evils is better than their cure, even though complete cure be always possible.

From the opening of this school, in the year 1860, there had been admitted up to October 1, 1882, 1,907 boys, of whom 43 died, 76 escaped and were not returned, 4 were released upon expiration of the term of commitment while the legal limit was twenty-one years, and 21 under the limit of eighteen years; 1,763 were returned to their homes or placed in the families of worthy farmers, manufacturers, professional or business men, and 299 were enrolled as inmates at the date last mentioned. Regarding the courses pursued by those who have left the institution there are no accurate statistics, it being difficult to follow them beyond a year or two from their release; but, judging from information derived from various sources, it is safe to say that at least seventy-five per cent. of all those released have or will become orderly, industrious, self-supporting citizens. It is impossible to determine with anything like accuracy how many of these youths, had they not been committed to the school, would have entered the criminal classes as men and spent a life of alternate preying upon society and existence in prison; but it is reasonable to assume that one-half at least would have thus proved themselves the heaviest of all public burdens. The wisdom of such an investment as this school on the part of the state is thus established, viewed from a financial point alone, saying nothing of that broader and higher aspect of the question, the moral welfare of the wayward or homeless youths committed to its fostering care.

The practical value of an institution of this character depends very largely upon the nature of the discipline maintained. If that be wholly, or even largely, one of physical repression; if rules be promulgated which do not commend themselves to the better judgment of the pupils, and if their violation incur harsh and excessive penalties; if the atmosphere of the institution be that of a place of punishment for crime, rather than of a place where the inmate shall be led up and way from crime, the tendency will be to develop in him a spirit of resistance — to harden rather than soften, and so

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defeat the principal object in the establishment of the institution. The first step in the work of reforming and elevating the moral character of a boy is to make him realize that he is the object of human sympathy; that his present condition and future welfare are the source of profound solicitude to those placed over him. If this can be accomplished, the progress of reformation and the growth of stable character will be assured in every case where such things are possible.

Holding these views, the board, soon after its entrance upon its official duties, made inquiry into the discipline of the school, for the purpose of learning if it was in harmony with the principles here set forth. The result of the inquiry led to the belief that there was more frequent resort to corporal punishment than was wise or necessary, and an order was therefore made that such punishment should be only inflicted by the Superintendent, or by his explicit order and in his presence. It was further ordered that a record should be kept of every case of discipline, and a report made to the Board at the end of every month, for which purpose blanks were furnished. Such reports have been regularly kept since the 1st of October, 1881, and are now on file in the office of the Board. These reports show that for the year covered by this report, there were 96 cases of corporal punishment, or an average of 8 per month, 321 being the average number of pupils. For the first six months of the year, the total number of punishments was 70, or eleven and two-thirds per month, with an average of 340 pupils. During the last six months, the number of punishments was but 26, or four and one-third per month, with an average of 301 pupils enrolled. It will be seen from these statistics that the number of cases of corporal punishment, at no time large, greatly decreased towards the end of the year, and it may be added that the punishment was in no case excessive, but quite as mild as that in the common school or the family. The effect of this modification of the discipline has, as the board believes, been beneficial in various ways; there appears to be less of discontent among the pupils, and more of ambition for a good record. It is the earnest desire and purpose of the board that the discipline shall tend to

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the cultivation of such a spirit of honor among the pupils, and such an ambition for the attainment of excellence in work, study and deportment, that the necessity for punishments of any kind shall steadily diminish to the lowest possible point.

In various ways it has been sought to make the "families," into which the school is divided, more like the real family, thus creating a home atmosphere and fostering those associations which, as they are farthest removed from those of a vagrant, wayward or criminal life, are the most potent in the production of sterling manhood. By awarding badges to those who reach certain grades in the roll of "honor," and by establishing a rule that no petition for release will be granted while the boy is below the "honor" grade, it has been sought to stimulate the virtue of self-control and impress upon the boys the idea that their release from the institution depends in a large measure upon themselves.

The ideal industrial school is something not easy of realization, but it is the purpose of the Board to omit nothing of effort to reach the ideal.

The buildings now erected will be sufficient for the wants of the school for years to come, save perhaps some enlargement of the barn room; but an appropriation is asked for the purchase of additional land for cultivation. A piece of such land adjoining the farm on the west, comprising 112 acres, can be had for \$8,800, which, considering the location, is not regarded as an extravagant price. The amount of land now belonging to the institution, 233 acres, is not all that can be tilled with advantage, and at the same time furnish pasturage and provender for the stock which, experience has proved, it is profitable to keep. No part of the work connected with the institution is so much enjoyed by the boys, or is so productive of health and physical development as that pertaining to the farm. Many of the boys desire to become farmers, and the majority of them will undoubtedly devote themselves to agricultural pursuits when they become their own masters. Hence it is desirable that as many as practicable be made acquainted with the details of this work while at the school. The trades are always full, but there is seldom lack of employment for him who is bred

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to farm work and is willing to do it; while the farmer's life, removed as it is from the temptations of the cities and manufacturing towns, is the safest career for these unfortunates in early habits and associations.

Believing that the school was established for the benefit of wayward boys and not for any profit that might accrue to the state from their labor, the Board has adopted the policy of releasing boys just when their welfare seems to demand it, regardless of any material considerations. The manufacture of a few pairs of boots more or less, or the hastening or delaying by a few days of the farm or other work, is a matter of small importance compared with that of the release of a boy when he is prepared for it and when a suitable situation is open for him or he can be restored to parents and home with a reasonable prospect that he will prove himself thoroughly reformed. The pursuit of this policy has reduced by about one-fourth the number which was in the institution in June, 1881, and will shorten materially the average stay of boys therein as compared with that of former years. It is generally conceded that there is a point in the life of every boy when his retention in such a school ceases to be of any value to him, and it is extremely important that this point be found in each case and not far exceeded. In consequence of the reduction of the number of inmates in the institution thus set forth, and the discharge of twenty-one under the law of last winter, reducing the limit of the term of commitment from twenty-one years to eighteen, and on account of interruptions resulting from changes in the management of the shop, there was a marked decrease in the amount of work done in the boot and shoe factory as compared with that of the previous year, resulting in a loss of \$2,653. This, together with a large increase in the cost of several of the leading articles of subsistence, and some improvement in the quality and variety of the food given the boys, will abundantly account for any increase in the per capita cost of maintaining the institution, which was \$2.97 per week.

The school, throughout all its departments, has been generally prosperous. The boys, in the main, have been attentive to their duties, both in school and at work.

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It is also gratifying to be able to report, that the health of all has been good. There have been but few cases of sickness, and we have no death to record this year.

Number under instruction at the commencement of the year .....	372
Number newly committed during year.....	88
Number returned during the year.....	7
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Number under instruction during the year .....	467
Number that left during the year .....	168
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Number now in attendance.....	299
	<hr/>
Of the eighty-eight received —	
Could not write.....	28
	<hr/>
Began reading from chart .....	11
Began reading from first reader.....	25
Began reading from second reader.....	37
Began reading from third reader.....	14
Began reading from fourth reader.....	1
Began reading from fifth reader.....	..
	<hr/>
Total.....	88
	<hr/>
Entered one of the primary departments .....	80
Entered one of the higher departments.....	8
	<hr/>
Total.....	88
	<hr/>

The boys are, as heretofore, divided into two classes, which alternately work and attend school. In each session of school, there are four departments. The course of study for each session is the same.

In some of the departments, the boys are being worked in two classes instead of three, as they have been heretofore. It is thought that the teacher can do more for all where such classification is practicable.

Classes are promoted from one department to another, after passing a written examination prepared by the principal.

The frequent changes caused by boys going out and coming in render the strict grading which is generally practiced in public schools impossible here; although the chief care and interest of the superintendent in the boys, after their health and morals, seem to be in their regular attendance at and advancement in school.

We endeavor to present all work to pupils in a practical manner,

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and, that thoroughness may be assured, written examinations will be given in all departments, except the lowest primary, once in eight weeks.

The report of the librarian shows 775 volumes in the library. No additions have been made during the year. Owing to their poor condition, about 125 volumes have been taken out of circulation. During the year, 57 volumes have been placed in the library by St. Gall's Church, of Milwaukee, for the benefit of the Catholic boys of this school.

The reading room contained 210 volumes. Many of these books have been taken out on account of their poor condition. The reading room now contains 167 volumes, including 32 volumes of Patent Office Reports, Agricultural Reports, etc.; 65 volumes of bound monthlies; 70 volumes of miscellaneous books, besides Chambers' Cyclopedias, a Cyclopedias of American Literature, and a Dictionary of Dates.

We have, by subscription and contribution, ten copies Harper's Young People, ten copies Youths' Companion, and one copy each of the following publications: Milwaukee Daily Republican-Sentinel, Madison Tri-Weekly State Journal, Waukesha County Democrat, Waukesha Freeman, Evangelical Messenger, Brandon Times, Wisconsin Chief, Wisconsin Free Press, Wisconsin Home Guard, Black Earth Advertiser, Deaf-Mute Times, Live-Stock Journal.

These papers are taken to the several families, where they are read with interest by the boys. A new supply of books for the library is much needed.

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THE INSTITUTION FOR THE EDUCATION OF THE DEAF  
AND DUMB.

This institution has now been in operation thirty-one years, and during that time 623 deaf-mutes have received the benefits of its instruction; and, although accurate figures cannot be given, owing to deficiencies in the records, probably over 100 have completed the full course of study prescribed and received an official certificate thereof. The number of students now enrolled is 190, of

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whom 66 were admitted the past year; and 51 who were students last term have by various obstacles been thus far prevented from returning. No work which the state has undertaken has been more prolific of satisfactory results than that which has been carried on at this institution. Of the hundreds of unfortunate youths that have experienced its fostering care and reached maturity, there are few, if any, who have not been thereby qualified to enter upon some pursuit by which they have gained an honorable livelihood, besides having opened to them many of the intellectual pleasures experienced by the more fortunate of the race.

With one of the principal avenues of intelligence forever closed to them, these youths enter the institution with minds, in many respects, a total blank; hence, notwithstanding the eagerness to learn which many of them exhibit, the work of instructing them is slow and difficult at all stages, and especially so in the earlier ones. It should not be inferred, however, that there is lack of intellectual strength and acuteness among the deaf — the difficulty in the work of instructing them is, on account of their physical infirmity, to project information into the plane of their intellectual horizon. Necessarily, therefore, that teacher is the most successful in instructing them who has greatest facility in the various methods of communicating with the deaf; but to acquire this facility involves an expenditure of time and money for which the teacher, very properly, expects something like an adequate return; hence the instruction of deaf pupils both in kind and amount necessarily costs more than that of the same number and grade of those who are in full possession of the faculty of hearing. There is, moreover, a very general desire among the friends of deaf-mute education that instruction in articulation be not neglected in the curriculum, for the reason that it has been demonstrated that, with careful teaching and persistent drilling, many mutes may eventually acquire more or less proficiency in oral speech — some even a facility therein which is as remarkable as it is gratifying to their friends, and which is no small addition to their equipment for the business and enjoyments of life. But this kind of instruction is the most expensive of all, both on account of the preparation needed on the part of

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the teacher for the best results and the necessity for a large measure of separate individual teaching, thus bringing within narrow limits the number of pupils which a teacher can successfully instruct.

From a consideration of these facts it will be readily perceived that, for the accomplishment of the greatest benefits in this institution, the cost per capita for instruction must always be much larger than that in the ordinary public school or academy. But this should not create a doubt as to the wisdom of the establishment and maintenance of this school. As an instrument of beneficence to a class whose misfortunes at once challenge the sympathy of every good citizen, it is worth all it has cost; while, as a measure for the prevention of pauperism, dependence and misery among a considerable class, it is an investment, which, if properly sustained, will always return a large dividend to society. In this connection attention is specially desired to the fact that, although the capacity of the institution is not exhausted, there is a large number of deaf-mutes in the state who have not yet enjoyed its advantages or those of any similar school. Since the state has wisely entered upon the work of deaf-mute education, the largest success of the scheme demands that every individual of this class who is of proper age and is not attending or proposing to attend some other school of like character, should, if practicable, be placed in this; for the larger the number of pupils the less the per capita cost of the work and the larger the volume of benefits flowing therefrom, not alone to the class immediately concerned but to society and the state. As board and instruction are free, parents of deaf-mutes can scarcely present a valid excuse from withholding from them the inestimable advantages of an education. To no class of youth is education so indispensable as to deaf-mutes, and no other is so dependent upon extraneous assistance for its acquirement. This truth was promptly recognized by the commonwealth, and most liberal provision made for performing its share of the duties therein involved. If parents shall become equally impressed with their responsibility in the matter and evince an equal solicitude in the performance of their portion of the duties, education will become

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general and sufficiently thorough among the deaf-mutes of the state.

It is the opinion of the board that a more liberal expenditure than the funds at its command have thus far warranted, could be profitably made in increasing the instructional force, not only in the school proper, but in the mechanical department as well. The present force of teachers is doing excellent work, but is found insufficient in number to secure as rapid progress, on the part of the scholars, as is desirable, and to cover all the ground which experience suggests should be embraced in the course of study. To render the training at the institution comprehensive and practical the scope of the industrial instruction should be enlarged; but to do this will require another teacher or foreman and a moderate outlay for material. To no class is the education of the hand and the eye more important than to the deaf-mute, for by manual labor a large majority of them must gain their livelihood. In considering this subject it becomes a question whether the state should be satisfied with simply doing its work of beneficence well, or whether it should seek to do it in the best and most thorough manner, when that excellence is attainable by a comparatively small additional disbursement. Should the legislature concur with the board in taking the latter view of the subject and grant appropriations sufficient to carry it out, no effort would be spared to make the money as effective as possible in promoting the object suggested.

The net cost of maintaining the institution for the fiscal year was \$34,375.94, being at the rate of \$195.32 per pupil, or \$3.76 per week, the average number of scholars in attendance being 176.

The school term began Wednesday, October 5th, 1881, with 150 pupils, continued without intermission till Wednesday, June 14th, 1882, when it closed with 173 pupils — 102 boys and 71 girls. Three pupils were granted diplomas at the close of the term, viz.: Emil Weller, of Sheboygan; Ruth Wright, of Oshkosh, and Mary Griswold, of Lancaster. The total attendance during the year has been 223; the greatest number present in a single term 186.

The organization of the school comprises arrangements for study, recitation, recreation and work, giving each department that por-

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tion of the day best suited to it. The forenoon and evenings have been devoted to study and recitation, the afternoons to work and diversion.

There have been nine regular classes under the instruction of a similar number of teachers. Two classes were taught articulation, and in five classes special attention has been given to penmanship. In addition to this, special instruction was given certain pupils in "manners and morals," and also in articulation, besides occasional evening lectures upon popular and scientific subjects.

Examinations in January and at the close of the term indicate progress on the part of pupils that was secured by a disposition to study and the honest labor of their teachers. Cases of discipline have been rare, order and obedience the rule.

The results of the year are due to the labors of the teachers and officers who faithfully carried on the work from day to day.

No material changes in methods of instruction have occurred during the past year, with this exception, that articulation now receives less attention than formerly.

The following course of study is observed:

1st Year — Language Lessons, Nouns, Verbs, Adjectives; Object teaching; Action Writing; Spelling and writing.

2d Year — Composition, simple sentences; Picture teaching; First Reader (Latham's); Numeration, addition, subtraction.

3d Year — Language, reading lessons; Four Rules of Arithmetic without Text Book; Picture teaching, maps, etc.; Penmanship.

4th Year — Composition Writing; Primary Arithmetic (Felter's); Primary Geography (Colton's); Geography and History of Wisconsin; Penmanship.

5th Year — Practical Arithmetic (Olney's) begun; Geography (Swinton's); United States History (Anderson's), with special attention to geography in history; Language, drill reading; Penmanship.

6th Year — Language Lessons (Swinton's); Arithmetic (Olney's) continued; United States History (Anderson's) finished; Reading; Penmanship.

7th Year — Composition and Rhetoric (Kerl's) begun; Arithmetic.

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(Olney's) finished; Physical Geography; Natural Philosophy lectures; Natural History; Reading; Penmanship.

8th Year — Composition and Rhetoric (Kerl's) finished; General History (Anderson's); Anatomy and Physiology (Cutter's); Algebra; Civil Government; Moral Science.

Work in the industrial department of the school has formed an important factor in the educational forces brought to bear upon the student. As far as provided it has been efficient; but the institution can more fully meet demands made upon it by furnishing technical instruction in the most practical useful arts to a larger number. Twenty-three boys have worked in the shoe-shop the past year.

Nancy E. Derby, after two terms of faithful service in charge of the printing, attended with noted success, has resigned. The vacancy thus occasioned has been filled by the appointment of Charles Lemmers, who continues the publication of the "Deaf Mute Times," which, under his intelligent hand, gives promise of a long life and increased honors. Nine pupils, four girls and five boys, were instructed in this office last term. Three of them graduated with the honors of the school in June. There are now two girls and six boys at work in the office.

The refrigerator and bakery have proved valuable adjuncts to the subsistence department. The bakery, in charge of a competent man, gives instruction and employment to two boys, and keeps the tables supplied with wholesome bread.

The general health of the household has been good. We have been spared the visitation of epidemics more severe than mumps, and have lost but little time from school on account of sickness.

The usual colds and sore throats, common to children, were less troublesome than usual. There were two cases of severe illness during the year; one, that of George Boyea, of Depere, who recovered from an attack of bilious pneumonia; the other, Charles Larson, of Mount Morris, who was also taken with bilious pneumonia, died February 13th.

In general terms, the year has been marked by such progress as indicates that the functions of the school were well performed; but

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there are certain special features of the work in which a pressing need is felt of greater facilities than are now at hand. The school would do better work, with greater economy of time and force, were it to employ a sufficient number of teachers to bring the average term of pupilage to the lowest possible limit consistent with good scholarship. Under the present apportionment of teachers, ten years, in average cases, will be needed to arrive at that grade of attainments which, under more favorable conditions, should be secured in eight years. In addition, the risk will be incurred of having the pupil kept at home before the course is finished. Furthermore, the speaking children, now in school with others that are fit subjects for oral instruction, are not properly taught in the time allotted to that specialty. The public demand for oral instruction is louder now than ever before, and will be met somewhere.

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#### INSTITUTION FOR THE EDUCATION OF THE BLIND.

The net cost to the state on account of current expense of maintaining this institution for the fiscal year just closed was \$16,726.17. The average number of pupils in attendance during the year was 63; the cost per pupil was \$265.49, or \$5.11 per week. The comparatively small number of pupils, of course, makes the per capita cost in this institution relatively larger than that in the other institutions under our charge, and causes it to appear at a disadvantage in this respect. Moreover it is true here, as in the case of the Institution for the Deaf and Dumb, that instruction is much more expensive than in a school of the same grade for seeing and hearing youth. The instruction must be principally oral, the teachers having not only to conduct the recitation, but to dictate or read to the classes every lesson in advance, often repeating the dictation or reading several times. In addition to this they are relied upon by the pupils for that general information which is one of the prime factors in all satisfactory education, but which seeing and hearing pupils largely acquire by their own unaided efforts. In short, the teacher

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of the blind must be eyes to them in the broadest sense of the expression. It is found that the blind in many cases have an aptitude for music, and that a knowledge of it proves of much practical advantage to them; hence it is embraced in the course of study. But this requires special teachers, whose work is slow and laborious and commands good wages, and is therefore another source of considerable expense. For these reasons the teaching force must be large in comparison with that of the common school. The cost of domestic supervision is also relatively large. Many of the younger pupils enter the institution with scarcely the ability to dress and feed themselves, and must be taught self-helpfulness and independence in these and other respects as well as the knowledge of books. All this requires time and patience, and makes heavy demands upon the official and helping force. More need not be said in explanation of the cost of maintaining this institution.

What has been stated regarding the deaf and dumb is true also of the blind, namely, that there is a large number in the state of proper age who are not attending school and not receiving systematic instruction of any kind. This results either from ignorance, on the part of parents, of the existence of the school, or from mistaken ideas of tenderness. The beneficent policy of the state in establishing and maintaining institutions of this class, whereby those who, by reason of physical infirmities, would otherwise come into a heritage of ignorance and dependence, may acquire some measure of education and a preparation for self-support and intellectual enjoyment, should meet the hearty co-operation of the friends of the blind, to the end that the bounty of the state may not fail of producing the largest measure of desirable results.

The care exercised over the pupils of this institution, as well as in that for the deaf and dumb, looks closely to their physical and moral well-being, and the details of the discipline are only such as are consistent with and will further this purpose; while the instruction is systematic and thorough, as the character and scholarship of those who have completed the prescribed courses of study abundantly attest.

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The following extracts from the annual report of the Superintendent, Mrs. Sarah C. Little, outline some features of the work at this institution:

"During the year since October 1, 1881, eighty-two persons,—forty-four girls and thirty-eight boys, have been under instruction. Eleven have been admitted, and thirteen have completed their course. The average number in attendance during school time has been sixty-three. A larger number than usual has been tardy in returning at the opening of the term. At this date, ten are absent who may be expected to return at some time. Some of these are detained for sufficient reasons, but some are away still, because their parents fail to appreciate the importance of promptness and regularity in attendance, and allow frivolous reasons to keep them at home. Every year our work is seriously hindered by tardiness after the summer vacation. At the beginning of the term a programme is made, assigning each pupil to the classes he is prepared to enter. The first lessons are of great importance, as regards the scholar's interest and his clear understanding of the subject. A blind pupil cannot, with his book and extra work, overtake his class. If he is some weeks late, it is often impossible for him to be classed advantageously. Neither does the tardy one alone suffer. The enthusiasm of the whole class, whose progress is retarded while the teacher endeavors to bring up such laggards, is seriously checked, and the teacher is burdened with work that would have been unnecessary had all been prompt. Requests for absence to visit home for a few days or weeks, are frequent from both pupils and parents. It needs to be well understood that irregularity in attendance is a serious detriment to the school, and should not be asked or permitted.

"The average standard of health has been maintained during the year, with the exception of an epidemic of measles in March and April. This disease, judging from our experience, seems to be more serious in its effects upon the comparatively frail children gathered here than upon seeing children of average health. Nine years ago, out of twenty cases of measles in the school, two were fatal and two others gave great anxiety for several days. This

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year, out of twenty-one cases, three proved fatal. [Only nine deaths of pupils have occurred at the Institution since it was founded, in 1850. Of this number, one died of consumption, one of typhoid pneumonia, one was drowned, one was lost in the burning building, and five have died from measles. On account of the previous fatality, the utmost pains were taken last spring to secure for the sick the most favorable conditions possible. Each one received assiduous care, skillful nursing and faithful medical attendance. It should be added, however, that in all of the fatal cases there existed complications which may serve to account for the severity of the disease.

“Two boys, one aged sixteen and one seventeen years, having left school on account of failing health, died at their homes of consumption.

“All persons familiar with blind youth are well aware that, as a class, their physical vigor is below that of the average population. Some have hereditary predispositions to disease, some have constitutions shattered by the sickness that caused their blindness, many are scrofulous, and nearly all suffer the natural effects of the comparatively inactive and restricted life resulting from their infirmity. Knowing this fact, it has been our constant aim to secure such attention to hygiene as should promote the highest degree of health possible. The experience of the past year has served to deepen our convictions on this subject, and show the need of being still more systematic and thorough in the physical culture of our pupils. This term light gymnastics have been introduced into the classes for a few minutes at once, several times during the day, and other plans have been formed which will be carried out in due season. I would suggest the desirability of fitting up with proper gymnastic apparatus the second story of the shop, which was originally designed for this purpose. Then no stormy weather need excuse any scholar from obtaining sufficient exercise.

“The regular operations of the school have been carried on, as usual, in three departments — literary, musical and industrial. No radical changes have been made in the conduct of either of these departments, but such minor variations have been introduced from time to time as seemed likely to increase their efficiency.

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"In the literary department we design to give each pupil a good knowledge of the "common branches," and, to those who are qualified, instruction is given in some of the more practical of the higher English studies. Careful examinations of each class are made at the middle and close of each term, and scholars are classified according to their daily record, combined with the results of the examinations. Some of our pupils make rapid progress, while others show very little. Probably the average advancement is about like that found in schools for sighted children.

"In the musical department, three choral classes and the orchestra have been continued. The class in harmony had daily lessons last term. This term a new class has been formed, and the advanced class now alternates this study with that of the New York System of Musical Notation. Lessons have been given upon the piano, cabinet organs (with and without pedals), violin and other orchestral instruments. Individual vocal training has been given to all who seemed qualified to receive profit thereby. The success of the more recent graduates of this department has been very gratifying, and gives renewed confidence in the wisdom of giving broad and thorough musical culture to our pupils.

"In the industrial department, caning chair seats has been continued as the best mode of giving employment and manual training to those boys who are not yet prepared to undertake carpet weaving. In the weaving room an abundant supply of custom work is still offered. Early last March all that could be done before the close of the term in June was engaged, and when the present term opened, enough work was on hand to occupy all the looms until Christmas. It is encouraging that customers are willing to wait for our rather slow weavers, because their work is preferred as being of better quality than that usually done elsewhere. At the recent State Fair at Fond du Lac, a carpet woven in our shop, by a totally blind young woman, took the first premium. There were twelve competitors, and this carpet was regularly entered by number, and had no mark that showed where it was woven. The girls have continued the practice of sewing, knitting and various kinds of fancy work. The younger children obtain from making "bead work"

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increased keenness of touch and nimbleness of fingers, which assists them to learn to read and write, and also prepares them for other branches of industry.

"In the last report there was printed a list, as found in the returns of the U. S. census of 1880, showing eighty-three names of blind children in the state who had never attended this institution.

"I have used my best endeavors to obtain further information about these children, and to induce all suitable subjects to enter the Institution with the following results: Seventeen are still too young to come to school; two have moved from the state; one has died; two proved to be aged people; nine claimed to have perfect vision; one is under treatment by an oculist, with good hope of restoration to sight; eight are idiotic, deaf and dumb, crippled, or in some other way incapacitated for school life; two have entered school during the year; applications for six others are now on file; there has been communication with five, either by correspondence or in person, but as yet all efforts to persuade them to come to school have proved unavailing; and of thirty I have been, to this date, unable to obtain any additional information. Of this number, the residences of twelve are given in the census returns only by county. We may properly infer that not more than half of the thirty are suitable subjects for the school. From other sources of information, I can add several names to the list of those who should be here. But I think that the investigations show that the number of blind children in the state whom this institution is failing to benefit is less than has been hitherto supposed.

"I am in the habit of sending to parents of children who are still too young to leave home, reports, circulars and alphabets in raised letters, and sometimes of opening correspondence with them, hoping in this way to secure the entrance of the child into the Institution at the proper age, and also a better preparation for school life.

"In August, the American Association of Instructors of the Blind held its sixth biennial session at this Institution. It continued during three days, and was composed of the representatives of fourteen different Institutions for the Blind. The number of regular and associate delegates present from abroad was about

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*Examination for State Certificates.*

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sixty. The occasion was one long to be remembered with pleasure. Several interesting and instructive papers were presented which will be published with the proceedings of the Association. The discussions on these papers and other topics of interest were spirited, and valuable as an expression of the results of much practical experience in educating the blind."

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## EXAMINATION FOR STATE CERTIFICATES.

AUGUST 9-12, 1882.

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### ORTHOEPY.

1. Give the single vowels which are diphthongal in quality. Separate each into its elements.
2. Give a table of consonant sounds so arranged as to show:
  - (1) Their classification.
  - (2) Cognates.
  - (3) Different letters or combination of letters by which some are represented.
  - (4) Diacritical marks.
3. The rule governing the sounds of an aspirate and subvocal which come together in the same syllable. Illustrate.
4. The markings of the vowels in the accented syllables of each of the following, and the principles determining the sound: farmer, tarry (to delay), rudely, asking, mercy.
5. Indicate by using diacritical marks, accenting and syllabication, the proper pronunciation of the following: nomad, portent, dynamite, raspberry, truculent, eat (p. t.), statics, blatant, facade, probity, anchovy, diplomatist.

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## ORTHOGRAPHY.

1. Add the suffix *able* to *blame*; *able* and *ible* to *refer*; *ent* to *repel* and *excel*; *ly* to *whole*.
  - (1) Group words which come under same rule of spelling.
  - (2) Show that they comply with all requirements of rule.
  - (3) Note exceptions and show wherein each fails to conform to rule.
2. Treat the following words under the heads indicated: *revocable*, *diversion*, *enormity*, *abduction*.
  - (1) Separate each word into its parts.
  - (2) Define the component parts.
  - (3) Give literal meaning of each word.
  - (4) Use each word in a sentence.
3. Spell a list of twenty-five words to be pronounced by one of the examiners.

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ARITHMETIC.

1. What should be emphasized in presenting the decimal notation?
2. In what processes is the idea of scale employed?
3. Divide .1025 by .025 and give your method of explaining the position of the decimal point in the quotient.
4. Select an example and explain the common rule for division of a fraction by a fraction.
5. Analyze the reduction of  $\frac{3}{8}$  to twelfths.
6. On a debt of \$1,100 due in ten months, \$300 were paid in three months; \$200 in four months; in how many months ought the remainder to be paid?
7. Find  $.1\frac{1}{2}$  per cent. of 7524.
8. If 20,000 feet of lumber will enclose a quarter section of land, how many feet will be required to enclose an entire section?
9. The discount of a 60 day note (at a bank), at  $1\frac{1}{8}$  per cent. per month, is \$4.50. What is the face of the note?
10. At what time (month, day, hour) was the middle of the present year?

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*Examination for State Certificates.*

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## PENMANSHIP.

1. What objects should be aimed at in teaching penmanship?
2. What qualities must the successful teacher of writing possess?
3. What supervision should the teacher do, when the pupils are writing from copies?
4. Of what value are exercises in the analysis of letters?
5. Classify small letters.
6. Classify capitals.
7. By attaching numbers, indicate the analysis of the letters in the word, *symmetrically*.
8. Write rules for spacing elements, letters, words, sentences.

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READING.

1. Enumerate the characteristics of good reading.
2. Which should come first in order of sequence, expression or comprehension of the thing read? Your reasons.
3. Show the connection between emphasis and inflection.
4. Define antithesis, series, cadence.
5. Which elements of expression are required in the rendition of passages expressive of horror?
6. Read and analyze extracts selected by one of the examiners.

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GRAMMAR AND ANALYSIS.

1. Of what value in acquiring a correct use of the English language is parsing and analyzing?
2. Should grammar, as a science, precede, or succeed a course in language? Give your reasons.
3. How is the case of a noun determined?
4. Write a sentence containing the word *that*, used as a pronoun, adjective, conjunction.
5. What are the elements that are combined to form the conjugation of a verb?

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6. Write a list of the auxiliary verbs, and state the specific use of each.
7. Which of the auxiliaries may be prefixed to the present infinitive form of the principal verb?
8. Give principal parts of *lain, done, sew, dive, fallen, and drunk.*
9. Parse the words in the following: "Strive to be what you wish to appear."
10. Outline your system of sentential analysis, and illustrate the technical terms you employ.

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THEORY OF TEACHING.

1. Outline what must be done to effect the organization of a school.
2. What are the tests of successful teaching?
3. What are the tests of successful management?
4. What are the objects of class exercises and recitations?
5. What is your opinion of the utility of written or printed rules for the government of a school?
6. What are the advantages of a graded school?
7. What are the disadvantages of a graded school?
8. Is a course of study practicable for the common district school?
9. What attention have you given to the course of study issued by the Superintendent of Public Instruction?
10. What works of a professional character have you read during the past year?

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GEOGRAPHY.

1. Explain the general arrangement of the relief forms of the several continents.
2. How many states in the German Empire? Which are Kingdoms?
3. On what theory do you explain the absence of rain in the Sahara?

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4. Locate and describe Jutland, Punjaub, Levant, Kilauea.
  5. Name three rivers whose mouths are estuaries; three whose mouths form deltas. Locate the rivers you have named.
  6. State geographical conditions effecting civilization.
  7. Name and locate the railway trunk lines east of the Mississippi.
  8. Canada under following heads:
    - (1) States included.
    - (2) Size and population compared with United States.
    - (3) Form of Government.
  9. Name the countries of Africa and of Asia whose native population is Caucasian.
  10. The theory of Tides. Why is the tide-power of the sun less than that of the moon.
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## UNITED STATES HISTORY.

1. Upon what discoveries or explorations did the several nations which planted colonies within the present limits of the United States base their claims?
2. State, briefly, the arguments used against the adoption of the U. S. Constitution.
3. The different forms of colonial government, and the distinctive features of each.
4. Give a brief outline of the Black Hawk war.
5. The opposition of the New England states to the war of 1812, and the reasons therefor.
6. The Mason and Slidell affair, and its bearing upon an International question.
7. The public services of James Madison.
8. What questions were settled by the Civil War, and what the effects upon the constitution?
9. When, where, and by what states was the government known as the Confederate States of America organized?
10. The Credit-Mobilier investigation.

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## ALGEBRA.

1. State the general laws of literal notation.
2. Write in words what is expressed in the following general formulæ:  
 (a).  $(a+b)(a-b)=a^2-b^2$ .  
 (b).  $\sqrt[m]{\sqrt[n]{a^m}} = \sqrt[n]{a}$ .
3. Under what conditions is a trinomial a perfect square?
4. Change  $3^{-2}a^{-\frac{1}{2}}b^{-\frac{3}{4}}c^2$  to an equivalent expression without involving fractional or negative exponent.
5. Change  $\frac{c}{a^{\frac{1}{2}}}$  to an equivalent with rational denominator, and formulate the reduction.
6. State principles sufficient to cover all possible transformations of equations.
7. State what is meant by "finding the unknown quantity."
8. Write the first five terms of the expansion of,  $(2a-3c^{\frac{1}{2}})^2$ .
9. Find the value of  $x$  in the equation  $\sqrt{x} - \sqrt{a+x} = \sqrt{\frac{a}{x}}$ .
10. Find the value of  $x$  in the equation  $(a+b)x^2 + (a+b)x = \frac{ab}{a+b}$ .

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 CIVIL GOVERNMENT.

1. Define constitution. How does the United States constitution differ in origin from the English constitution?
2. What courts have been established by the constitution and by congress respectively?
3. Compare the personal rights guaranteed by the United States constitution and by that of Wisconsin, relative to criminal actions.
4. By what authority in the constitution does congress impose protective duties on imported goods? Make appropriations for internal improvements?

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5. What power does the president exercise in conjunction with the senate? What are his powers over and duties toward congress as prescribed by the constitution?
  6. What prohibitions are placed upon states by United States constitution which are repeated in the constitution of Wisconsin?
  7. In the election of a United States senator or representative to congress:
    - (1) What does the constitution prescribe?
    - (2) What is left to the legislature of the state?
    - (3) What power may congress exercise?
  8. What classes of persons are excluded specifically from the right of suffrage by the state constitution? What classes may be excluded by the state legislature?
  9. Under what circumstances may the representation in congress of a state, be reduced from that to which it is entitled by its representative population?
  10. What is the minimum sum which each town or city is required to raise by tax for school purposes?
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PHYSIOLOGY.

1. How is a bone nourished?
2. Describe the spinal column.
3. Give a summary of the process of digestion.
4. What are the sources of fuel in the body? Give a physiological argument in favor of a mixed diet.
5. Explain arterialization of the blood. By what are the valves between the auricles and ventricles regulated? Why?
6. Explain the injury occasioned by compressing the chest.
7. Give the hygiene of the skin and of the muscles.
8. What are the functions of the nervous system? What is the office of the gray substance?
9. Trace the transmission of sound to the brain.
10. Give the use of each part of the eye.

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## GEOMETRY.

1. Define figures from number of sides.
2. Define figures from position of sides.
3. Define angles from magnitudes.
4. An irregular plane surface contains ten square feet; what is the area of a similar irregular surface having one homologous side two and one half times the homologous side of the first?
5. Formulate the general principle involved in No. 4.
6. Demonstrate that diagonals of a parallelogram mutually bisect.
7. Demonstrate the equivalency of the sum of two interior angles on the same side of a secant that cuts two parallels.
8. Construct an angle equal to one-sixth of a right angle.
9. Demonstrate the equivalency of the exterior angle of a triangle.
10. Why can not circumference be exactly expressed in terms of radius.

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GEOLOGY.

1. What are four principal branches of geology? Define each.
2. What is the greatest thickness of the Silurian rocks in North America? of the Devonian? of the Carboniferous? What was probably the proportionate length of time of these ages?
3. What were the five chief effects of the disturbances in the Appalachian region about the close of the Paleozoic time?
4. What new forms of vegetables and animals appeared in the Triassic and Jurassic periods?
5. Describe four reptiles of these ages, two of the sea, one of the land, and one adapted to flight in the air.
6. Give the chief rocks, new trees, fishes, birds and mammals of the Cretaceous period, and what did these birds and mammals resemble?
7. Give an account of the plants and animals of the Tertiary age.
8. Trace the general progress of animal and vegetable life, from the Lower Silurian through the Quaternary age, as far as the present.

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*Examination for State Certificates.*

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## GENERAL HISTORY.

1. Discuss the effect of the Crusades on civilization.
2. For what is the reign of Justinian remarkable?
3. What were the characteristic features of Feudalism?
4. What is the Salic law? Has it been invoked in modern times?
5. The causes and results of the six weeks' war between Prussia and Austria.
  - . Events leading to the granting of Magna Charta? What are the most important features of that instrument?
7. The Crimean War; nations engaged in; and causes that led to it.
8. Discuss briefly the growth of the temporal power of the Popes.
9. The abolition of slavery by Great Britain. Of serfdom by Russia.
10. Events in France leading up to the "Reign of Terror."

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BOTANY.

1. Tell the differences in growth, stem and seeds, between exogens and endogens.
2. Describe a complete leaf, both of an exogen and of an endogen, giving the names of the parts and the methods of venation.
3. Describe the circulation and respiration of plants, and tell by what process the sap ascends to the leaf and how it is purified.
4. Define æstivation, and describe its three principle modes.
5. Tell how orchids and many other plants are fertilized.
6. Describe the parts of two common flowers, as an apple blossom and a lily.
7. Describe the ovary, the different ways in which it is formed, and modes of placentation.
8. Describe the two principal kinds of inflorescence. Define scape, spathe, peduncle, bract, involucre.

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## POLITICAL ECONOMY.

1. Define political economy.
  2. Tell what is meant by production, and what two things are necessary for it.
  3. Name the five kinds of consumption, and define each.
  4. What objections can you give to a community of lands and other property?
  5. State the advantages and disadvantages of the division of labor.
  6. What is money? What is the effect of two currencies in a country, one of higher value than the other? Illustrate.
  7. State the benefits and injuries produced by trades-unionism. Are labor and capital necessarily antagonistic?
  8. State the kinds of *direct* and *indirect* taxation, and tell what you think of each.
- 

## PHYSICS.

1. Allowing nothing for resistance of air, what must be the initial velocity of a bullet, that it may rise 1,447.2 feet? How many seconds will it require to rise?
2. Tell how to find the specific gravity of a solid that will sink in water; of one that will float.
3. Would a seconds pendulum be longer or shorter at the equator or at the poles? Why? In how many seconds will a pendulum 4,719 inches long, vibrate at the equator?
4. Describe the mercurial barometer, and tell when it indicates a storm and why. What other use has it?
5. Name the three elements of musical sounds, and on what each depends. Define resonance.
6. Describe the image, and give its place and position, and whether real or virtual, in each of the cases with an object before a concave mirror.

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*Examination for State Certificates.*

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7. Define conduction of heat; convection; radiation. What is luminous heat? opaque heat? Explain use, as to transmitting heat, of glass in a hot-bed.
8. Describe a compound microscope and its action.
9. Describe a spectroscope and tell its chief uses.
10. What is mechanical electricity? Chemical electricity? Which is used in a telegraph? In an Aurora or Geissler tube?

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MENTAL PHILOSOPHY.

1. What differences can you give between mind and matter? Is mind a *secretion* of the brain? Why, or why not?
2. By what mental operations do we classify objects? Explain each.
3. Explain the difference between cognition and belief. May belief be absolutely certain? Illustrate.
4. What means the statement that our knowledge of matter and mind is only relative? What do you think of it? Why.
5. What do you think of *unconscious* mental action? Illustrate.
6. Define and illustrate imagination. Name an author you have read whose imagination was *formative*; one with *creative* imagination.
7. Explain how it is that all men agree upon some things as to their beauty or goodness, and upon others, disagree?
8. Are space and time real? How do we get our knowledge of space, of time, of our own identity? that is, each is conditioned on what?

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ENGLISH LITERATURE.

1. Discuss briefly the English language.
  - (a) Origin.
  - (b) Vocabulary.
  - (c) Structure.
2. Make a division of English literature based upon the structure of its language.

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*Examination for State Certificates.*

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3. Mention writers of note previous to the time of Chaucer.
4. Contrast the Old with the New Drama.
5. Write briefly of the Elizabethan period.
6. Write briefly of the English historians, and their productions.
7. Describe Samuel Johnson's style.
8. Who was Scotland's greatest poet? What the character of his poetry?
9. Write five familiar quotations and give the author of each.
10. Outline your reading during the past three years.

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ZOOLOGY.

1. Classify the animal kingdom into its five sub-kingdoms, and the *vertebrata* into its five classes.
2. Give the characteristics of each class of the *vertebrata*, enough to identify it.
3. Describe the digestive and the circulatory apparatus of insects.
4. Describe the changes that take place in the forms of insects. Illustrate with the butterfly, and the silk-worm.
5. Tell the same as to the Amphibia. Illustrate with the frog.
6. Tell the chief difference between the butterfly and the moth, in their different states, and tell to what sub-kingdom both belong.
7. Tell the peculiarities of the Marsupials. Which one has its habitat in North America? Where is that of all the others? Mention one other.
8. Mention four mammals, not the whale, that live in the sea. Describe the common whale.

*Apportionment of School Fund Income.*

## STATISTICAL TABLES.

The following apportionment was made June last, on the returns for the school year ending August 31, 1881. The rate was thirty-eight cents per child of school age.

The amount received by the independent cities is included.

TABLE No. I.

## APPORTIONMENT OF SCHOOL FUND INCOME IN 1882.

COUNTIES.	No. of children.	Apportionment.
Adams .....	2,442	\$927 96
Ashland .....	586	208 68
Barron .....	2,881	904 78
Bayfield .....	278	108 74
Brown .....	12,766	4,851 08
Buffalo .....	6,150	2,337 00
Burnett .....	802	304 76
Calumet .....	6,452	2,451 76
Chippewa .....	5,006	1,902 28
Clark .....	3,777	1,435 26
Columbia .....	10,558	4,012 04
Crawford .....	5,895	2,240 10
Dane .....	18,862	7,167 56
Dodge .....	17,743	6,742 34
Door .....	4,568	1,733 94
Douglas .....	334	126 93
Dunn .....	6,156	2,339 28
Eau Claire .....	6,670	2,534 60
Fond du Lac .....	18,105	6,879 90
Grant .....	14,763	5,609 94
Green .....	8,225	3,125 50
Green Lake .....	5,126	1,947 88
Iowa .....	3,779	3,336 02
Jackson .....	4,569	1,736 22
Jefferson .....	12,533	4,781 54
Juneau .....	5,806	2,203 28
Kenosha .....	5,166	1,963 08
Kewaunee .....	6,962	2,645 56
La Crosse .....	9,177	3,487 26
La Fayette .....	8,062	3,063 56
Langlade .....	320	121 60

*Apportionment of School Fund Income.*TABLE NO. I.—APPORTIONMENT OF SCHOOL FUND INCOME IN  
1882 — continued.

COUNTIES.	No. of chil- dren.	Apportion- ment.
Lincoln.....	607	\$230 66
Manitowoc.....	15,964	6,066 32
Marathon.....	6,430	2,443 40
Marinette.....	2,813	1,068 94
Marquette.....	3,521	1,337 98
Milwaukee.....	48,535	18,443 30
Monroe.....	8,285	3,148 30
Oconto.....	3,695	1,404 10
Outagamie.....	11,155	4,238 90
Ozaukee.....	6,624	2,517 12
Pepin.....	2,370	900 60
Pierce.....	6,371	2,420 98
Polk.....	3,699	1,405 62
Portage.....	6,412	2,436 56
Price.....	143	54 34
Racine.....	11,807	4,486 66
Richland.....	7,111	2,702 13
Rock.....	12,845	4,881 10
St. Croix.....	6,496	2,468 48
Sauk.....	10,190	3,872 20
Shawano.....	3,715	1,411 70
Sheboygan.....	13,767	5,231 46
Taylor.....	755	286 90
Trempealeau.....	6,272	2,383 36
Vernon.....	8,815	3,349 70
Walworth.....	8,427	3,202 26
Washington.....	9,196	3,494 48
Waukesha.....	9,982	3,793 16
Waupaca.....	7,896	3,000 48
Waushara.....	4,835	1,837 80
Winnebago.....	15,252	5,795 76
Wood.....	3,227	1,226 26
Totals.....	486,221	\$184,763 98

## Children and School Attendance.

TABLE No. II.  
CHILDREN AND SCHOOL ATTENDANCE.

COUNTIES.	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	Whole number of children over 4 and under 20 years of age in the county.	No. over 4 and under 20 years in those districts which maintained school five or more months.	No. of days a school was taught by a qualified teacher.	No. over 4 and under 20 years, who have attended school.	No. under 4 years, who have attended school.	No. over 20 years of age, who have attended school.	Total number of different pupils who have attended school during the year.	Whole number of days of attendance of pupils.	No. of children between 7 and 15 in the county.	No. of children between 7 and 15 who have attended public school.	Per cent. of enrollment on school age.	Per cent. of enrollment on whole number of children between the ages of 7 and 15.
Adams .....	1,319	1,175	2,494	2,494	9,763	1,915	2	10	1,927	118,502	1,304	1,198	77	91
Ashland .....	283	312	595	595	1,080	267	...	...	267	36,082	364	179	45	49
Barron .....	1,503	1,335	2,838	2,778	5,800	2,028	4	11	2,043	79,440	1,718	1,419	72	83
Bayfield .....	1,117	138	255	255	200	67	2	...	69	7,564	108	86	27	33
Brown .....	5,098	4,686	9,779	9,779	13,323	5,361	7	2	5,370	311,362	5,131	3,839	55	76
Buffalo .....	3,121	2,973	6,094	6,094	10,164	3,973	2	16	3,991	294,738	3,418	2,962	66	87
Burnett .....	531	436	967	747	1,370	540	1	6	547	31,845	450	393	57	87
Calumet .....	3,398	3,122	6,520	6,455	10,207	3,540	4	10	3,554	253,604	3,447	2,718	55	79
Chippewa .....	2,560	2,384	4,944	4,907	11,247	3,567	4	15	3,586	196,001	2,749	2,253	73	83
Clark .....	2,191	1,968	4,159	4,102	11,638	2,407	1	4	2,412	135,611	1,678	1,496	58	89
Columbia .....	4,186	3,941	8,127	8,127	23,350	6,471	7	42	6,520	405,695	4,239	3,998	80	94
Crawford .....	2,540	2,337	4,877	4,877	11,924	3,404	12	29	3,445	148,012	2,771	2,288	71	82
Dane, 1st dist. ....	4,179	3,876	8,055	8,055	24,460	5,031	11	22	5,064	354,804	3,435	3,243	68	94
Dane, 2d dist. ....	3,913	3,824	7,737	7,737	17,736	5,392	4	38	5,429	405,779	4,248	3,615	70	85
Dodge .....	7,576	7,246	14,822	14,822	30,707	8,535	15	50	8,580	666,207	7,380	5,796	58	78
Door .....	2,545	2,364	4,909	4,909	6,398	2,768	10	...	2,778	157,376	2,560	1,996	57	78

## Children and School Attendance.

TABLE NO. II.—CHILDREN AND SCHOOL ATTENDANCE—continued.

COUNTIES.	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	Whole number of children over 4 and under 20 years of age in the county.	No. over 4 and under 20 years in those districts which maintained school five or more months.	No. of days a school was taught by a qualified teacher.	No. over 4 and under 20 years, who have attended school.	No. under 4 years of age, who have attended school.	No. over 20 years of age, who have attended school.	Total number of different pupils who have attended school during the year.	Whole number of days of attendance of pupils.	No. of children between 7 and 15 in the county.	No. of children between 7 and 15 who have attended public school.	Per cent. of enrollment on whole number of children of school age.	Per cent. of enrollment on whole number of children between the ages of 7 and 15.
Douglas.....	204	190	394	894	185	285	4	23	289	23,800	245	209	78	86
Dunn.....	2,357	2,598	5,455	5,339	12,334	3,767	7	16	3,797	165,256	2,628	2,426	70	92
Eau Claire.....	3,648	3,412	7,060	7,060	9,383	3,504	2	14	3,612	204,482	2,139	1,750	51	81
Fond du Lac.....	5,808	5,514	11,322	11,322	27,864	7,408	12	50	7,434	471,299	6,415	5,369	66	84
Grant.....	7,342	6,955	14,297	14,297	27,502	10,669	9	30	10,728	854,414	8,077	7,415	75	91
Green.....	4,235	3,898	8,133	8,133	19,379	6,504	6	10	6,540	378,110	3,034	2,896	80	93
Green Lake.....	2,119	1,881	4,000	3,984	10,724	2,435	2	10	2,447	146,171	1,974	1,684	61	81
Iowa.....	4,009	3,815	7,824	7,824	17,396	5,915	18	31	5,903	302,208	2,295	3,949	76	92
Jackson.....	2,465	2,250	4,715	4,715	10,330	3,271	3	12	3,286	159,796	2,483	2,104	70	86
Jefferson.....	5,137	4,804	10,031	10,031	20,123	6,655	16	36	6,677	378,390	5,274	4,443	67	84
Juneau.....	3,058	2,943	6,001	5,974	10,280	4,348	2	12	4,362	300,297	3,480	3,120	73	90
Kenosha.....	1,536	1,544	3,080	3,080	11,539	2,084	1	9	2,094	182,034	1,570	1,425	68	91
Kewaunee.....	3,414	3,369	6,783	6,783	8,691	3,260	13	1	3,274	275,200	3,798	2,637	48	69
La Crosse.....	2,346	2,208	4,554	4,554	9,911	3,132	15	15	3,137	188,958	2,340	2,111	69	90
La Fayette.....	3,978	4,004	7,982	7,982	20,914	5,308	15	27	5,350	358,191	4,288	3,703	67	86
Langlade.....	317	250	567	406	1,624	3,309	3	8	312	17,516	905	8,209	55	65
Lincoln.....	460	510	970	970	1,756	795	4	.....	799	12,901	596	596	81	100

*Children and School Attendance.*

	7,972	7,965	15,837	17,966	8,468	1	3	8,467	641,571	6,733	4,470	53	66
Manitowec .....	2,850	2,677	5,527	11,361	8,297	.....	.....	3,297	216,140	2,991	2,506	60	90
Marathon .....	1,551	1,870	2,921	1,738	1,448	.....	.....	1,451	73,990	2,124	1,129	50	53
Marquette .....	1,816	1,762	3,578	9,056	2,385	2	7	2,344	96,071	1,751	1,575	46	88
Milwaukee .....	4,289	4,367	8,656	11,015	4,045	1	1	4,047	312,502	4,552	3,076	47	68
Monroe .....	4,171	3,942	8,113	8,099	18,173	.....	26	5,962	429,204	4,422	3,993	73	90
Oconto .....	1,363	1,221	2,584	4,562	1,577	7	2	1,586	101,019	1,551	1,319	69	80
Outagamie .....	4,365	4,175	8,540	15,031	5,912	8	6	5,926	454,356	5,091	4,298	69	84
Ozaukee .....	3,214	3,246	6,460	6,460	8,958	1	5	3,508	321,586	3,393	2,762	54	81
Pepin .....	1,251	1,196	2,447	5,304	1,847	3	18	1,868	120,211	1,411	1,299	76	92
Pierce .....	3,473	3,232	6,705	6,006	14,469	4,813	2	32	281,116	3,656	3,295	72	90
Polk .....	1,972	1,778	3,750	3,723	8,233	2,578	6	12	138,842	2,057	1,927	69	87
Portage .....	2,672	2,520	5,192	5,097	10,106	2,670	2	2	132,813	1,758	1,568	52	88
Price .....	179	131	310	185	1,130	227	2	.....	263	190	138	74	73
Racine .....	2,761	2,566	5,327	5,327	14,174	2,966	1	14	222,836	2,677	2,185	66	82
Richland .....	3,576	3,398	6,974	6,974	16,488	5,209	14	31	289,209	3,907	3,570	75	91
Rock, 1st dist. ....	2,191	2,038	4,229	4,229	14,063	3,169	.....	16	158,842	2,260	2,130	76	94
Rock, 2d dist. ....	1,939	1,836	3,775	3,767	16,248	2,733	2	11	192,870	2,169	1,914	76	90
St. Croix .....	3,172	2,874	6,046	6,046	15,402	4,302	3	25	260,050	3,484	3,042	72	90
Sauk .....	5,228	5,150	10,378	10,378	18,624	7,065	11	40	501,475	5,927	5,126	69	87
Shawano .....	2,076	1,896	3,972	3,717	6,188	2,066	7	5	81,485	2,156	1,548	53	72
Sheboygan .....	5,213	5,022	10,235	10,235	18,377	6,137	4	19	497,839	5,083	4,244	62	88
Taylor .....	539	485	1,024	931	2,468	659	2	3	38,790	591	443	65	75
Trempealeau .....	3,261	3,023	6,284	6,192	11,951	4,303	9	49	237,619	3,499	2,882	69	82
Vernon .....	4,620	4,335	8,955	8,955	20,228	6,532	15	54	364,126	5,023	4,508	74	90
Walworth .....	4,236	4,078	8,314	8,242	23,900	6,642	1	25	365,236	4,406	3,958	80	90
Washington .....	4,551	4,376	8,927	8,927	17,897	4,756	2	5	375,339	4,552	3,883	53	86
Waukesha .....	5,118	4,827	9,945	9,919	16,636	6,634	9	12	505,565	5,374	4,754	67	89
Waupaca .....	3,854	3,707	7,561	7,561	16,400	4,807	8	13	247,778	4,290	3,709	64	87
Waushara .....	2,464	2,346	4,810	4,810	15,746	3,440	9	37	174,486	2,564	2,264	73	89
Winnebago .....	3,409	3,122	6,531	6,531	17,914	4,252	6	2	293,751	3,437	3,009	65	87
Wood .....	1,613	1,614	3,227	3,136	5,824	1,925	9	4	117,269	1,680	1,356	60	81
Totals and avs. 198,947	188,527	387,474	385,681	815,362	251,172	353	1,000	252,525	16,295	185,202	171,138	av. 65	av. 84

## Graded Schools, Teachers, Wages, Etc.

COUNTIES.	GRADED SCHOOLS.							TEACHERS.				WAGES.		No. of public schools in the county.	No. of schools visited by the county superintendent during the year.	No. of such visits made by the county superintendent during year.
	No. of schools with two departments.	No. of schools with three departments.	No. of schools with four departments.	No. of schools with five or more departments.	No. of graded schools that have adopted a course of study.	No. of schools with only one department that have adopted a course of study.	No. of teachers required to teach the schools.	No. of male teachers employed during the year.	No. of female teachers employed during the year.	No. of different persons employed during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.				
Adams.....	2				1	6	66	17	100	117	\$28 97	\$18 81	66	66	134	
Ashland.....							6	3	3	6	60 50	84 25	6	4	101	
Barron.....	1	1			2	2	73	28	84	112	33 17	26 52	70	67	101	
Bayfield.....	1				1		2	1	1	2	85 00	40 80	1	1	5	
Brown.....	2				2	2	80	37	79	116	43 45	26 80	88	68	86	
Buffalo.....	2				4	13	89	56	71	127	38 45	25 25	82	87	134	
Burnett.....							16	14	6	20	28 25	27 50	16	6	4	
Calumet.....	3	1			4	12	75	28	71	99	84 44	25 78	67	57	80	
Chippewa.....	2	1			2	5	118	36	140	176	47 90	38 94	100	74	124	
Clark.....	2				1		98	25	119	144	40 34	27 88	81			
Columbia.....	6	1			6	14	163	64	201	265	36 91	22 14	143	143	259	
Crawford.....	1				4	87	94	26	77	108	27 16	19 08	93	88	108	
Dane, 1st dist.....	3	1			5	25	136	52	164	206	37 09	24 64	127	128	75	
Dane, 2d dist.....	4				3	1	134	53	150	203	37 47	28 96	118	110	145	
Dodge.....	3				8	10	218	97	308	306	34 40	31 75	190	178	238	

TABLE No. III.

GRADED SCHOOLS, TEACHERS, WAGES, NUMBER OF SCHOOLS, AND SUPERINTENDENTS' VISITS.

*Graded Schools, Teachers, Wages, Etc.*

Door	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
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## Graded Schools, Teachers, Wages, Etc.

TABLE No. III.—GRADED SCHOOLS, TEACHERS, WAGES, NUMBER OF SCHOOLS, AND SUPERINTENDENTS' VISITS — continued.

COUNTIES.	GRADED SCHOOLS.						TEACHERS.				WAGES.		No. of public schools in the county.	No. of schools visited by the county superintendent during the year.	No. of such visits made by the county superintendent during year.	SUPERINTENDENTS' VISITS.
	No. of schools with two departments.	No. of schools with three departments.	No. of schools with four or more departments.	No. of graded schools that have adopted a course of study.	No. of schools with only one department that have adopted a course of study.	No. of teachers required to teach the schools.	No. of male teachers employed during the year.	No. of female teachers employed during the year.	No. of different persons employed during the year.	Average wages of male teachers per month.	Average wages of female teachers per month.					
St. Croix .....	4	...	1	5	11	107	49	131	150	\$40 26	\$31 12	105	105	203		
Sauk .....	7	3	8	6	33	192	16	217	233	43 66	24 96	161	159	250		
Shawano .....	...	2	...	2	5	62	20	61	81	32 63	23 05	60	50	52		
Sheboygan .....	2	1	2	3	7	125	64	114	178	40 08	25 88	112	97	157		
Taylor .....	1	...	...	1	17	25	5	29	84	30 46	26 65	23	20	36		
Trempealeau .....	5	1	1	6	20	95	39	101	140	38 44	26 66	89	14	20		
Vernon .....	3	1	1	4	33	156	83	175	258	29 76	20 11	151	111	129		
Walworth .....	4	8	6	9	5	164	58	196	254	44 09	25 10	126	119	188		
Washington .....	5	3	...	...	...	112	65	75	140	39 50	21 84	99	98	16		
Waukesha .....	9	1	2	9	16	144	52	163	215	40 00	26 36	118	118	291		
Waupaca .....	7	3	1	2	3	124	26	161	187	39 40	23 71	111	103	135		
Waushara .....	5	...	...	...	5	99	38	135	168	27 10	19 53	99	99	191		
Winnebago .....	6	1	...	4	10	108	41	133	174	34 75	23 25	101	101	204		
Wood .....	1	1	...	1	1	53	10	67	77	41 10	26 59	50	43	54		
Totals and averages ....	194	51	84	205	719	6,285	2,842	6,857	9,189	Av. \$38 91	Av. \$25 40	5,593	4,896	7,575		

*School-Houses, Sites, and School Appliances.*TABLE No. IV.  
SCHOOL-HOUSES, SITES, AND SCHOOL APPLIANCES.

COUNTIES.	No. of new ones built during year.	Whole number of school-houses in the county.	No. of pupils school-houses will accommodate.	No. of school-houses of stone or brick.	No. of school-houses in good condition.	No. of school-houses with out-houses in good condition.	No. school-houses properly ventilated.	No. of school-houses with separate out-houses for both sexes.	Cost of school-houses built this year.	No. of sites containing less than one acre.		No. of districts having black boards.	No. having reading charts.	No. having a map of Wisconsin.	No. having a map of the United States.	No. having a globe.	No. having a Webster's Unabridged Dictionary.
Adams	2	68	2,624	...	51	48	41	41	\$382	53	40	53	2	5	8	2	32
Ashland	...	6	840	...	6	6	2	5	...	4	4	6	4	5	3	4	5
Barron	4	70	8,031	1	58	51	61	44	4,070	18	10	68	27	84	45	32	63
Bayfield	...	1	88	...	1	1	1	1	...	...	...	1	1	1	1	1	1
Brown	3	87	5,485	...	65	74	71	68	1,089	60	48	83	13	47	51	12	69
Buffalo	2	81	4,864	8	60	62	45	62	1,225	46	20	76	14	34	47	20	73
Burnett	...	16	985	...	12	11	9	12	...	5	3	14	10	4	4	13	13
Calumet	1	67	4,132	...	55	55	42	51	704	44	35	66	20	35	36	13	66
Chippewa	6	93	4,329	1	95	81	69	56	4,468	61	38	97	43	46	46	39	89
Clark	6	83	3,327	1	64	59	58	60	2,271	25	24	72	15	41	59	43	71
Columbia	2	144	7,327	14	131	106	102	106	1,261	106	40	138	19	71	76	45	132
Crawford	7	93	4,185	3	64	50	60	46	3,125	50	16	86	23	31	34	24	77
Dane, 1st dist.	4	127	6,490	33	106	105	93	101	2,870	98	64	123	26	50	71	47	116
Dane, 2d dist.	2	119	6,785	38	89	78	88	68	1,235	90	40	115	38	40	51	86	103
Dodge	3	189	12,251	42	144	144	138	144	6,237	163	82	195	39	68	67	32	171
Door	5	54	3,056	1	45	46	36	31	2,404	23	13	49	12	29	35	11	44

*School-Houses, Sites, and School Appliances.*

TABLE NO. IV.—SCHOOL-HOUSES, SITES, AND SCHOOL APPLIANCES—continued.

COUNTIES.	No. of new ones built during year.	Whole number of school-houses in the county.	No. of pupils school-houses will accommodate.	No. of school-houses of stone or brick.	No. of school-houses in good condition.	No. of school-houses with out-houses in good condition.	No. school-houses properly ventilated.	No. of school-houses with separate out-houses for both sexes.	Cost of school-houses built this year.	SITES.		No. of districts having black boards.	No. having reading charts.	No. having a map of Wisconsin.	No. having a map of the United States.	No. having a globe.	No. having a Webster's Unabridged Dictionary.
										No. of sites containing less than one acre.	No. of sites well enclosed.						
Douglas.....	9	3	300	...	2	2	8	3	...	3	...	2	1	1	2	2	2
Dunn.....	9	97	4,521	...	80	64	80	62	3,753	43	32	93	8	35	52	32	92
Eau Claire.....	3	75	4,580	3	63	62	43	57	1,939	49	27	67	17	34	41	27	64
Fond du Lac.....	1	166	9,597	19	135	125	110	143	400	141	64	163	16	62	74	38	135
Grant.....	13	218	18,005	40	173	133	163	153	6,820	119	74	199	74	82	91	63	183
Green.....	3	131	6,932	24	93	83	78	76	2,105	71	33	122	20	42	58	39	102
Green Lake.....	2	70	3,268	8	51	45	42	38	661	59	30	65	4	14	11	8	48
Iowa.....	2	125	7,244	11	87	76	77	68	22,600	81	88	113	21	36	43	22	106
Jackson.....	1	75	4,261	2	55	50	47	35	340	29	16	73	8	15	26	10	61
Jefferson.....	...	132	9,573	84	115	107	95	99	...	105	60	125	32	51	49	30	112
Juneau.....	...	98	4,870	1	73	60	76	64	...	69	19	93	10	27	40	17	81
Kenosha.....	2	61	2,684	3	51	47	44	55	737	56	31	59	11	20	33	19	54
Kewaunee.....	...	51	3,983	1	43	33	33	32	...	35	32	47	17	27	30	7	47
La Crosse.....	1	66	3,739	13	59	55	41	47	800	46	27	64	16	23	36	30	58
La Fayette.....	8	122	7,253	21	95	80	90	70	1,691	68	67	116	38	14	65	45	98
Langlade.....	4	15	418	...	9	6	8	3	475	...	...	12	...	6	...	...	15
Lincoln.....	...	16	919	...	10	10	1	8	...	...	...	13	1	4	...	...	3

*School-Houses, Sites, and School Appliances.*

Manitowoc.....	2	113	11,081	20	82	90	77	79	1,136	80	43	98	27	57	68	25	94
Marathon.....	18	99	4,799	...	8	24	23	54	9,838	54	34	95	9	53	64	19	92
Marquette.....	1	26	730	3	53	47	45	23	240	7	5	12	8	12	21	6	14
Marquette... ..	4	60	3,298	...	53	47	45	46	1,787	48	7	60	1	19	24	7	54
Milwaukee.....	1	67	4,778	29	53	56	40	63	1,200	59	40	66	17	58	51	16	63
Monroe.....	8	127	7,176	5	94	90	95	98	5,193	99	46	120	17	28	32	13	108
Oconto.....	4	38	1,859	2	30	25	33	32	1,683	20	15	36	19	29	23	9	33
Ontario.....	5	115	6,258	8	90	73	86	79	2,543	98	53	105	21	67	68	13	88
Ozaukee.....	1	61	4,717	38	54	55	51	50	3,500	45	42	44	22	40	44	18	56
Pepin.....	1	38	1,935	3	25	23	31	27	300	20	4	38	7	11	13	8	37
Pierce.....	2	116	5,571	9	86	73	66	73	.....	83	27	107	10	58	60	32	102
Polk.....	2	76	3,123	1	62	51	26	54	800	14	18	73	19	38	48	32	73
Portage.....	1	86	3,930	...	67	58	53	46	350	54	20	81	3	31	30	5	70
Price.....	4	9	450	...	8	6	8	...	1,200	...	...	9	7	2	7	3	5
Racine.....	1	76	3,926	27	60	58	63	61	1,400	73	46	73	5	29	38	12	64
Richland.....	8	121	6,380	2	94	79	94	86	3,635	84	43	14	42	64	56	45	110
Rock, 1st dist.....	1	82	4,807	37	67	60	66	62	763	52	31	74	9	29	37	29	65
Rock, 2d dist.....	1	86	3,841	15	69	68	63	64	1,247	67	45	81	12	31	47	39	64
St. Croix.....	4	102	4,780	4	78	77	61	86	2,600	49	22	49	10	44	56	39	87
Sauk.....	3	164	8,814	15	116	114	111	112	1,388	119	45	153	73	80	91	67	147
Shawano.....	8	60	3,191	2	44	50	42	37	3,949	30	21	59	6	33	27	4	50
Sheboygan.....	...	112	7,819	6	94	84	92	73	.....	103	41	112	15	79	80	19	100
Taylor.....	3	23	816	...	21	21	23	19	490	5	2	22	3	12	13	2	21
Trempealeau.....	4	90	4,110	6	75	68	66	63	1,566	16	8	82	16	47	36	15	80
Vernon.....	9	148	7,487	3	105	90	110	89	4,635	114	34	139	20	42	58	33	128
Walworth.....	...	126	7,069	32	110	106	87	106	...	75	53	121	17	60	55	49	103
Washington.....	...	99	7,405	55	87	96	64	74	...	91	18	98	15	41	51	13	90
Waukesha.....	1	118	8,340	51	104	97	102	102	4,600	88	52	118	30	70	68	39	114
Waupaca.....	2	113	6,457	5	90	84	79	82	1,508	82	37	109	16	63	85	10	94
Waushara.....	3	94	4,973	4	74	62	78	73	1,508	67	27	94	8	45	53	8	83
Winnebago.....	1	101	5,685	7	77	74	79	80	350	75	36	101	55	66	68	47	89
Wood.....	5	50	2,545	1	44	40	36	33	2,560	22	13	48	13	20	29	12	39
Totals.....	199	5,629	313,387	784	4,480	4,061	3,976	3,944	\$184,593	3,711	1,943	5,263	1,152	2,392	2,831	1,444	4,803

## Districts, Valuation of School-Houses and Sites, Text-Books.

TABLE No. V.  
DISTRICTS, VALUATION OF SCHOOL-HOUSES AND SITES, TEXT-BOOKS.

COUNTIES.	VALUATION.					TEXT-BOOKS.								
	No. of regular school districts in the county.	No. of such districts which have reported.	No. of parts of districts in the county.	No. of parts which have reported.	No. of joint districts with school houses or sites in the county.	Highest valuation of school-house and site in the county.	Cash value of all school-houses in the county.	Cash value of all the sites.	Cash value of apparatus, etc.	No. of districts which have adopted a list of text-books.	No. which use only text-books adopted.	No. of districts which purchase text-books.	No. which loan them to pupils.	No. which sell them to pupils.
Adams.....	47	47	38	38	19	\$8,500	\$18,053	\$922	\$468	41	29	26	12	18
Ashland.....	6	6	6	6	1	2,000	4,300	2,100	225	4	4	4	2	2
Barron.....	60	60	16	16	11	12,000	34,496	1,613	2,713	51	50	46	21	19
Bayfield.....	1	1	1	1	1	3,000	3,000	500	200	1	1	1	1	1
Brown.....	76	76	10	10	11	15,000	47,683	5,702	2,404	36	34	15	4	13
Buffalo.....	63	63	38	38	18	7,200	50,072	4,089	3,175	58	51	49	1	48
Burnett.....	16	16	16	16	1	1,000	4,800	200	503	9	9	13	10	1
Calumet.....	54	54	27	27	12	5,500	36,058	8,710	2,260	44	35	26	4	22
Chippewa.....	99	98	5	5	5	9,001	46,232	6,196	3,554	71	71	84	48	6
Clark.....	65	64	38	28	17	4,400	45,914	2,878	3,372	61	53	54	45	10
Columbia.....	111	109	45	45	36	13,500	74,310	5,843	2,911	70	42	18	3	9
Crawford.....	74	74	44	42	19	3,550	25,110	1,657	2,174	56	24	9	1	7
Dane, 1st district.....	82	82	106	106	46	5,000	70,651	7,262	2,634	84	65	42	7	32
Dane, 2d district.....	85	85	72	72	37	11,700	63,345	5,539	3,017	70	44	33	5	31
Dodge.....	136	136	110	110	58	10,000	103,350	11,721	4,699	104	76	28	8	20
Door.....	47	47	8	8	5	3,400	15,833	3,112	1,766	30	28	21	6	18

*Districts, Valuation of School-Houses and Sites, Text-Books.*

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*Districts, Valuation of School-Houses and Sites, Text-Books.*

TABLE No. V.—DISTRICTS, VALUATION OF SCHOOL-HOUSES AND SITES, TEXT-BOOKS—continued.

COUNTIES.	VALUATION.					TEXT-BOOKS.								
	No. of regular school districts in the county.	No. of such districts which have reported.	No. of parts of districts in the county.	No. of parts which have reported.	No. of joint districts with school-houses or sites in the county.	Highest valuation of school-house and site in the county.	Cash value of all school-houses in the county.	Cash value of all the sites.	Cash value of apparatus, etc.	No. of districts which have adopted a list of text-books.	No. which use only text-books adopted.	No. of districts which purchase text-books.	No. which loan them to pupils.	No. which sell them to pupils.
Sauk .....	121	121	85	85	39	33,000	105,876	10,210	3,869	117	68	39	8	37
Shawano.....	54	54	9	9	5	1,449	18,722	1,831	1,118	42	39	38	13	22
Sheboygan .....	93	93	52	52	19	6,000	48,731	6,334	3,806	57	34	24	...	23
Taylor .....	23	23	1	1	...	2,200	6,110	780	658	19	19	15	14	5
Trempealeu.....	65	65	39	39	21	7,200	40,992	3,282	2,129	59	57	44	9	42
Vernon .....	110	110	67	67	33	7,500	54,850	4,240	2,508	82	66	41	4	39
Walworth .....	87	86	80	80	39	22,000	88,188	13,385	2,066	29	19	6	2	5
Washington .....	62	62	41	41	41	4,900	72,755	7,175	6,024	52	45	28	11	29
Waukesha .....	118	118	67	67	47	16,000	103,450	13,905	3,973	76	66	41	2	44
Waupaca .....	93	93	50	50	3	5,500	51,860	4,165	2,336	72	61	59	9	49
Waushara .....	51	51	93	93	43	1,950	34,250	2,822	1,778	80	64	49	27	23
Winnebago .....	68	68	79	79	33	8,000	63,421	6,050	2,785	56	44	17	1	15
Wood .....	45	44	9	8	5	5,500	26,830	2,372	2,054	31	29	31	22	8
Totals .....	4,398	4,386	2,460	2,438	1,252	\$40,000	\$3,141,321	\$302,575	\$153,166	3,343	2,575	1,715	574	1,221

*Libraries, Town Schools, and High Schools.*TABLE No. VI.  
LIBRARIES, TOWN SCHOOLS, AND HIGH SCHOOLS

COUNTIES.	LIBRARIES.						TOWN SCHOOLS.				HIGH SCHOOLS.			
	No. of districts in the county having libraries.	No. of volumes added during the year.	Amount expended for the libraries during the year.	No. of volumes now in the libraries.	Cash value of all the libraries.	No. of town libraries in the county.	No. of towns which have adopted the township system.	No. of towns which have voted on the question.	No. of towns which have a free high school.	No. of towns which have voted on the question.	No. of high schools in the county, inc. those of the ind. cities.			
Adams .....	1	.....	.....	36	\$40 00	1	3	.....	.....	.....	.....			
Ashland .....	.....	.....	.....	.....	.....	.....	1	12	.....	.....	.....			
Barron .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
Bayfield .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
Brown .....	2	46	\$46 51	216	300 00	.....	.....	.....	.....	.....	.....			
Buffalo .....	3	56	50 00	466	225 00	1	.....	.....	.....	.....	.....			
Burnett .....	6	.....	.....	360	89 00	.....	1	3	.....	.....	.....			
Calumet .....	6	24	33 65	478	391 00	.....	.....	.....	.....	.....	.....			
Chippewa .....	4	97	179 25	605	408 72	.....	4	4	3	.....	.....			
Clark .....	.....	.....	.....	66	67 00	.....	.....	.....	.....	.....	.....			
Columbia .....	9	24	15 12	232	207 00	.....	.....	.....	2	.....	.....			
Crawford .....	1	32	32 00	95	52 00	1	.....	1	.....	.....	.....			
Dane, 1st dist. ....	2	21	21 50	263	341 00	.....	.....	.....	.....	.....	.....			
Dane, 2d dist. ....	10	10	15 00	642	299 00	.....	.....	.....	.....	.....	.....			
Dodge .....	29	12	106 95	1,468	1,345 25	.....	.....	.....	.....	2	.....			
Door .....	8	38	17 50	253	207 00	1	.....	.....	.....	.....	.....			

*Libraries, Town Schools, and High Schools.*

TABLE No. VI.—LIBRARIES, TOWN SCHOOLS, AND HIGH SCHOOLS—continued.

COUNTIES.	LIBRARIES.						TOWN SCHOOLS.			HIGH SCHOOLS.			
	No. of districts in the county having libra-ries.	No. of volumes added during the year.	Amount expended for the libraries during the year.	No. of volumes now in the libraries.	Cash value of all the libraries.	No. of town libraries in the county.	No. of towns which have adopted the township system.	No. of towns which have voted on the question.	No. of towns which have a free high school.	No. of towns which have voted on the question.	No. of high schools in the county, inc. those of the ind. cities.		
Douglas	6	7	\$9 40	232	\$94 00	1	1	1	1	1	1		
Dunn	6	7	\$9 40	232	\$94 00	1	1	1	1	1	2		
Eau Claire	1	4	7 00	382	820 00	1	1	1	1	1	3		
Fond du Lac	12	383	275 00	1,055	895 00	2	2	2	2	2	4		
Grant	2	49	9 51	341	122 00	2	2	2	2	2	7		
Green	4	6	28 25	158	55 00	1	1	1	1	1	4		
Green Lake	4	6	28 25	158	275 00	1	1	1	1	1	2		
Iowa	2	14	4 74	208	70 00	1	1	1	1	1	4		
Jackson	2	14	4 74	208	70 00	1	1	1	1	1	4		
Jefferson	16	2	10 20	462	661 00	1	1	1	1	1	1		
Juneau	4	4	11 75	447	502 00	2	2	2	2	2	4		
Kenosha	10	12	102 00	686	590 00	2	2	2	2	2	5		
Kewaunee	2	12	102 00	33	172 00	1	1	1	1	1	5		
La Crosse	1	7	10 00	28	23 00	1	1	1	1	1	1		
La Fayette	3	15	25 00	50	142 35	2	2	2	2	2	1		
Langlade	3	15	25 00	50	142 35	2	2	2	2	2	1		
Lincoln	8	70	114 96	656	702 75	2	2	2	2	2	1		
Manitowoc	8	70	114 96	656	702 75	2	2	2	2	2	2		



*Private Schools Not Incorporated.*TABLE No. VII.  
PRIVATE SCHOOLS NOT INCORPORATED.

COUNTIES.	NUMBER, TEACHERS, AND ATTENDANCE.								RECEIPTS.				EXPENDITURES.		
	No. of such schools in the county.	No. of male teachers engaged in such schools.	No. of female teachers engaged in such schools.	Average No. of days such schools have been taught.	No. of pupils registered in them that have not attended public school.	Average number in daily attendance.	No. between 7 and 15 years in attendance upon such schools.		From tuition.	From donations.	From all other sources.	Total.	For teachers' wages.	For building and repairs.	For all other purposes.
Adams.....	1	1	1	8	83	75	75	\$225 00	\$2,200 00			\$2,425 00	\$300 00	\$1,800 00	\$100 00
Ashland.....	1	1	1	4	96	56	65								
Barron.....	2	1	1	100	84	45									
Bayfield.....	1	1	1	1	84										
Brown.....	3	1	1	125	83	82	29	200 00	100 00		\$70 00	370 00	200 00		170 00
Buffalo.....															
Burnett.....															
Calumet.....	11	2	12	188	256	279	346	1,159 44			100 00	1,259 44	1,179 44		80 00
Chippewa.....															
Clark.....	1	1	1	110	59										
Columbia.....	1	1	1	140	31		15								
Crawford.....	6	6	6	184	47	35	60						250 00		25 00
Dane, 1st dist..	8	7	2	75	148	23	83				786 00	786 00	390 00	100 00	116 00
Dane, 2d dist..	9	6	4	88	165	138	240	766 00	409 00		110 00	1,285 00	1,036 00	25 00	66 00
Dodge.....	19	19	6	91	576	445	188	1,230 00	3,190 00		475 00	4,895 00	5,450 00	275 00	120 00

*Private Schools Not Incorporated.*

[illegible]

*Private Schools Not Incorporated.*

TABLE NO. VII.—PRIVATE SCHOOLS NOT INCORPORATED — continued.

COUNTIES.	NUMBER, TEACHERS, AND ATTENDANCE.								RECEIPTS.				EXPENDITURES.		
	No. of such schools in the county.	No. of male teachers engaged in such schools.	No. of female teachers engaged in such schools.	Average No. of days such schools have been taught.	No. of pupils registered in them that have not attended public school.	Average number in daily attendance.	No. between 7 and 15 years in attendance upon such schools.		From tuition.	From donations.	From all other sources.	Total.	For teachers' wages.	For building and repairs.	For all other purposes.
St. Croix .....	9	4	117	130	106	145	575	00	1,810	00	\$105	\$2,490	\$860	\$1,505	\$125
Sauk .....	5	4	78	153	188	122	161	00	1,175	00	70	1,779	161	23	00
Shawano .....	18	8	6	96	483	204	521	00	534	00	53	1,779	1,635	69	320
Sheboygan .....	1	1	1	60	15	20	10	00	00	00	00	00	00	00	00
Taylor .....	3	2	153	30	30	45	80	00	400	00	265	480	480	00	00
Trempealeau .....	16	10	251	83	146	265	250	00	50	00	00	300	475	00	00
Vernon .....	1	1	8	93	494	311	424	00	1,463	00	310	1,944	1,799	16	82
Walworth .....	15	11	13	137	383	45	186	00	350	00	00	850	900	10	00
Washington .....	7	1	5	50	103	25	146	00	320	00	50	520	520	00	105
Waukesha .....	8	4	1	76	55	27	147	00	00	00	00	00	00	00	00
Waupaca .....	4	4	1	76	55	27	147	00	00	00	00	00	00	00	00
Waushara .....	4	4	1	76	55	27	147	00	00	00	00	00	00	00	00
Winnebago .....	4	4	1	76	55	27	147	00	00	00	00	00	00	00	00
Wood .....	4	4	1	76	55	27	147	00	00	00	00	00	00	00	00
Totals and av.	288	196	181	115	9,050	157	6,740	\$22,348	\$14,747	\$5,908	\$43,004	\$22,348	\$32,913	\$4,625	\$4,883



## Financial Statistics — Receipts.

TABLE NO. VIII.—FINANCIAL STATISTICS — RECEIPTS — continued.

COUNTIES.	From money on hand, August 31, 1881.	From taxes levied for building and repair- ing.	From teachers' wages.	From taxes levied for apparatus and li- brary.	From taxes levied at annual town meet- ing.	From taxes levied by county supervisors.	From income of school fund.	From all other sources.	Total amount received during year.
Fond du Lac.....	\$9,099 89	\$2,312 45	\$25,028 84	\$86 02	\$734 68	\$3,844 06	.....	\$2,292 58	\$43,398 52
Grant.....	15,283 46	8,287 06	44,211 97	484 94	98 16	5,120 16	\$1,184 88	7,215 53	81,831 16
Green.....	8,470 25	4,366 16	26,246 85	714 93	1,152 45	2,494 79	2,446 22	2,914 46	48,776 11
Green Lake.....	3,193 83	1,563 18	9,561 67	4 00	1,198 68	1,443 02	369 94	457 68	16,796 98
Iowa.....	4,197 95	3,973 53	18,612 55	62 58	1,096 58	2,941 07	880 27	20,732 28	52,496 81
Jackson.....	4,155 85	2,686 75	15,108 25	51 16	241 48	1,262 94	1,156 80	1,292 49	25,955 67
Jefferson.....	6,783 91	2,418 20	26,465 98	152 00	301 18	3,487 69	1,180 47	7,605 93	48,395 36
Juneau.....	6,503 17	2,422 43	14,925 85	115 00	3,556 79	2,075 11	711 56	1,850 00	32,159 96
Kenosha.....	3,135 36	1,992 92	12,534 79	32 75	.....	1,764 90	.....	1,584 37	21,044 99
Kewaunee.....	3,799 97	2,334 06	8,946 69	59 00	1,122 04	2,514 98	2,645 56	809 73	22,272 03
La Crosse.....	3,830 05	1,698 71	12,843 99	29 45	406 28	1,032 95	660 51	841 09	21,333 03
La Fayette.....	5,510 05	5,234 44	22,635 09	158 97	1,562 84	2,333 49	677 87	5,644 56	43,757 31
Langlade.....	66 01	329 87	4,264 10	100 04	481 68	99 12	58 00	1,680 83	7,079 65
Lincoln.....	2,400 72	270 00	6,332 67	.....	79 83	157 13	75 37	3,732 79	7,348 56
Manitowoc.....	13,334 56	2,401 80	24,814 45	203 77	3,302 91	12,956 48	1,795 08	1,377 36	60,186 41
Marathon.....	17,111 03	4,248 21	14,291 98	340 15	3,160 93	1,318 76	718 28	6,328 86	47,518 20
Marquette.....	2,710 48	8,888 33	2,476 75	40 00	2,865 57	9,910 14	357 77	3,680 16	21,929 20
Marquette.....	2,571 77	1,126 75	6,954 67	13 14	402 00	1,534 60	537 04	1,061 13	14,191 10
Milwaukee.....	10,985 52	5,776 54	14,153 56	337 75	.....	8,603 54	463 55	1,950 24	42,170 70
Monroe.....	11,215 76	5,082 55	23,617 35	290 50	586 33	2,965 91	671 15	3,001 70	45,831 25
Oconto.....	4,535 34	989 93	5,152 71	238 98	2,579 16	547 95	420 08	2,287 68	16,751 88

*Financial Statistics — Receipts.*

Outagamie.....	5,967 71	3,243 08	16,188 27	92 02	264 68	3,453 46	894 20	2,126 95	81,134 27
Ozaukee.....	3,379 75	1,180 19	14,567 69	152 39	952 16	2,771 08	228 35	619 25	23,850 86
Pepin.....	1,682 72	1,486 90	7,191 25	48 90	200 00	639 89	780 67	1,668 67	13,639 00
Pierce.....	6,253 91	3,464 21	29,507 53	665 70	895 78	2,131 98	1,065 31	5,395 29	49,369 71
Polk.....	5,212 26	1,399 33	9,655 04	228 96	801 18	1,203 23	1,425 38	9,597 89	29,523 27
Portage.....	4,681 63	1,211 36	11,831 74	273 47	152 50	1,586 93	388 65	1,408 12	21,529 40
Price.....	1,368 20	800 00	1,000 00	400 00	2,850 00	.....	118 50	.....	6,536 70
Racine.....	3,870 51	2,152 76	14,227 79	.....	.....	2,266 47	468 10	966 93	23,952 56
Richland.....	5,516 01	6,311 45	12,574 88	177 71	851 45	2,897 56	1,131 32	3,409 74	32,369 12
Rock, 1st district..	7,072 97	2,469 08	15,408 21	210 45	1,291 29	2,471 56	705 58	1,816 27	31,445 41
Rock, 2d district..	7,990 87	3,385 59	13,855 18	100 17	175 00	2,630 96	447 29	2,566 80	30,641 86
Saint Croix.....	7,112 57	3,654 95	22,277 63	428 34	2,618 29	2,035 76	1,326 78	4,577 87	44,022 19
Sauk.....	9,707 53	3,384 98	32,296 67	390 44	291 56	3,226 21	1,281 21	7,095 98	57,674 58
Shawano.....	4,332 73	1,792 42	6,896 28	68 99	218 86	1,237 76	1,255 35	1,153 52	17,005 91
Sheboygan.....	7,524 98	1,385 02	17,378 60	171 68	1,278 28	3,910 41	618 40	1,832 81	34,098 18
Taylor.....	2,650 44	1,739 69	4,294 77	381 25	506 00	165 80	176 65	1,459 30	11,403 90
Trempealeau.....	7,324 08	3,680 37	17,429 17	128 50	303 62	2,132 45	873 16	2,688 90	34,560 25
Vernon.....	7,857 09	5,578 80	15,843 42	182 86	405 02	3,105 36	1,189 35	2,820 92	36,982 82
Walworth.....	9,584 04	2,532 89	31,203 23	101 53	517 00	2,730 91	1,617 48	4,174 77	52,461 85
Washington.....	5,223 54	1,512 04	15,944 76	60 87	1,372 21	6,353 05	.....	1,482 49	31,948 96
Waukesha.....	9,850 91	4,502 96	31,186 88	153 63	.....	3,364 49	752 79	3,936 71	53,748 37
Waupaca.....	7,721 32	3,112 89	18,119 86	338 24	297 60	2,587 54	1,398 76	3,404 10	36,975 31
Waushara.....	3,853 06	1,848 92	10,738 18	19 29	30 85	2,710 13	417 82	1,117 97	20,235 72
Winnebago.....	7,884 62	3,356 33	14,281 55	238 88	18 65	3,718 46	394 51	1,891 69	31,284 69
Wood.....	6,023 63	1,842 45	7,406 20	142 08	296 09	198 94	4,120 21	4,940 11	24,469 71
Totals.....	\$396,095 89	\$181,346 52	\$968,249 67	\$14,128 23	\$80,430 76	\$151,706 27	\$52,438 16	\$209,792 01	\$2,054,132 56

*Financial Statistics — Expenditures.*TABLE NO. IX.  
FINANCIAL STATISTICS — EXPENDITURES.

COUNTIES.	For building and repairing.	For apparatus and library.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For school furniture, records, etc.	For all other purposes.	Total amount paid out during year.	Money on hand May 31, 1882.
Adams.....	\$831 56	\$22 23	\$1,271 00	\$4,564 75	\$188 51	\$54 71	\$754 61	\$7,687 40	\$3,162 74
Ashland.....	158 78	.....	2,200 00	1,160 00	.....	.....	2,466 35	5,985 13	2,891 57
Barron.....	6,212 15	290 70	2,650 10	5,164 80	711 58	596 79	2,220 41	17,846 53	6,938 45
Bayfield.....	3 87	58 59	850 00	400 00	.....	.....	245 26	1,557 72	1,192 93
Brown.....	2,256 56	224 87	7,815 26	10,071 27	604 40	458 62	2,632 28	24,063 36	4,674 05
Buffalo.....	1,649 05	205 05	10,741 83	6,160 50	734 27	715 59	2,310 85	22,517 14	7,137 35
Burnett.....	1,032 44	20 85	612 45	1,093 75	20 65	188 88	442 03	3,411 05	994 91
Calumet.....	1,621 09	108 18	5,770 10	6,778 18	487 57	432 81	2,028 40	17,194 33	6,656 55
Chippewa.....	13,296 31	348 71	9,756 94	12,480 96	161 95	1,126 61	6,583 11	43,744 59	13,336 64
Clark.....	6,220 85	214 67	4,290 50	11,921 25	1,142 55	527 43	4,735 00	29,052 25	11,280 06
Columbia.....	3,878 47	74 30	11,750 05	12,012 35	761 99	618 44	4,842 93	33,438 53	12,878 03
Crawford.....	2,698 07	94 45	4,306 80	5,630 17	492 31	197 86	1,637 77	15,057 43	4,990 79
Dane, 1st district.....	4,877 86	312 62	7,888 00	12,898 95	807 25	455 41	4,452 57	31,690 66	9,512 35
Dane, 2d district.....	2,925 35	108 88	8,814 04	12,049 10	318 33	867 67	4,006 66	29,090 03	6,258 61
Dodge.....	4,638 75	346 46	16,877 86	17,056 84	1,801 90	1,082 59	9,074 81	50,877 21	10,821 26
Door.....	1,548 46	155 28	3,794 50	5,565 50	96 19	378 68	2,530 05	14,058 64	9,539 79
Douglas.....	142 15	.....	1,440 00	917 50	.....	304 18	318 50	3,122 33	2,025 61
Dunn.....	3,387 67	280 88	4,937 00	10,307 06	632 99	518 35	1,964 87	22,028 82	8,414 63
Eau Claire.....	13,802 69	457 82	8,440 00	19,719 72	632 97	919 17	6,070 03	50,092 40	6,871 11
Fond du Lac.....	2,563 23	148 69	10,151 82	15,945 37	269 56	4,858 62	34,377 66	63,988 49	17,842 67
Grant.....	9,819 03	719 76	17,925 90	24,475 46	2,634 30	1,233 33	7,190 82	37,982 17	10,793 94
Green.....	8,824 07	644 81	12,110 57	14,328 25	917 10	646 05	5,511 32	37,982 17	10,793 94

*Financial Statistics — Expenditures.*

Green Lake.....	14 40	8,475 50	5,738 85	281 60	1,888 39	1,651 08	12,574 40	4,222 58
Iowa.....	136 77	8,322 00	13,426 77	1,261 24	1,388 39	5,703 09	49,104 10	3,392 71
Jackson.....	533 22	4,107 50	10,009 77	732 32	441 42	3,117 57	21,051 09	4,904 58
Jefferson.....	115 41	11,464 41	15,341 79	1,169 32	767 90	7,081 44	37,880 29	10,515 07
Juneau.....	70 66	5,742 84	11,876 85	380 68	184 28	2,854 52	22,270 46	9,889 50
Kenosha.....	87 25	5,473 65	6,094 63	1,234 72	378 05	2,293 81	17,298 36	8,746 63
Kewaunee.....	210 50	7,538 28	4,412 00	321 51	187 33	2,047 86	17,035 45	5,236 58
La Crosse.....	128 49	8,011 80	5,861 08	301 95	485 86	1,873 34	17,611 11	3,721 92
La Fayette.....	272 95	11,812 07	13,927 98	1,868 76	703 06	5,388 39	36,381 25	7,376 06
Langlade.....	141 16	.....	2,305 19	788 66	13 03	525 30	5,284 11	1,795 54
Lincoln.....	43 85	1,335 00	2,336 00	.....	620 83	1,390 53	6,131 36	1,217 20
Manitowoc.....	418 85	20,299 34	18,213 15	522 13	522 78	5,661 24	46,731 41	11,455 00
Marathon.....	777 72	8,649 41	8,593 77	3,371 18	1,367 39	3,542 72	34,491 06	13,027 14
Marquette.....	90 00	2,987 00	6,273 78	.....	402 36	3,270 35	14,064 96	7,864 24
Marquette.....	8 92	3,044 00	4,009 41	327 68	206 08	1,009 25	10,551 76	3,639 34
Milwaukee.....	210 29	9,931 40	11,126 48	789 71	523 76	3,765 57	28,313 43	13,857 27
Monroe.....	27 00	7,677 75	15,126 48	997 89	710 67	3,803 99	34,153 98	11,677 27
Oconto.....	69 39	3,433 98	3,392 65	1,507 59	182 02	1,592 93	11,769 89	4,981 99
Outagamie.....	83 43	5,270 12	11,805 55	1,130 40	240 81	2,320 31	23,937 96	7,196 41
Ozaukee.....	89 27	12,387 67	4,554 75	301 96	543 76	2,164 59	20,950 55	2,900 55
Pepin.....	119 29	3,123 63	4,343 58	178 27	99 28	912 65	4,024 14	4,024 14
Pierce.....	749 57	8,718 47	13,710 79	1,051 59	989 27	7,034 87	34,802 19	14,567 52
Polk.....	125 00	7,448 22	8,312 12	818 49	451 67	1,637 32	20,219 19	9,304 08
Portage.....	42 33	2,995 50	7,936 43	658 64	513 67	1,855 12	15,126 40	6,403 09
Price.....	65 00	2,750 00	1,530 00	100 00	.....	1,691 85	4,861 85	1,674 85
Racine.....	26 07	4,934 50	9,306 70	705 72	770 27	2,159 32	20,394 39	3,558 17
Richland.....	80 94	5,743 65	11,181 38	778 03	657 00	2,381 33	25,055 63	7,313 49
Rock, 1st district..	324,57	4,460 87	10,995 04	112 59	273 22	3,703 14	23,612 32	7,833 09
Rock, 2d district..	115 90	4,070 93	10,815 33	205 99	301 41	3,785 05	22,341 80	8,300 06
St. Croix.....	117 85	7,595 50	13,010 55	2,142 54	680 26	4,114 77	30,531 15	13,491 04
Sauk.....	120 07	12,760 32	18,392 15	3,597 17	732 63	5,745 73	44,844 58	12,830 00
Shawano.....	174 02	2,072 88	5,020 11	81 56	356 52	1,639 18	13,276 54	3,729 37
Sheboygan.....	202 33	12,636 43	10,789 07	254 23	429 22	3,638 77	29,257 48	4,840 70
Taylor.....	66 39	337 00	2,996 62	657 80	394 74	1,238 04	6,694 23	4,709 67
Trempealeau.....	81 34	7,169 78	10,004 16	667 27	313 91	3,585 33	27,273 64	7,281 61
Vernon.....	71 78	8,947 35	9,975 49	236 77	703 17	3,606 22	28,013 61	8,969 21

*Financial Statistics — Expenditures.*

TABLE NO. IX.— FINANCIAL STATISTICS — EXPENDITURES — continued.

COUNTIES.	For building and repairing.	For apparatus and library.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For school furniture, registers, records, etc.	For all other purposes.	Total amount paid out during year.	Money on hand May 31, 1882.
Walworth .....	\$2,186 83	\$151 18	\$11,597 63	\$21,656 40	\$240 55	\$865 99	\$6,452 65	\$44,101 23	\$8,260 62
Washington .....	1,420 68	89 75	14,242 81	6,930 78	619 50	417 96	2,993 09	26,714 57	5,234 39
Waukesha .....	3,603 18	210 45	10,887 48	19,238 61	2,342 96	1,527 40	7,229 00	45,039 08	8,709 29
Waupaca .....	2,844 84	202 89	5,282 14	13,776 72	1,275 68	364 83	3,179 17	26,917 27	10,058 04
Waushara .....	1,449 32	122 11	3,568 35	6,583 50	267 19	212 84	2,192 13	14,395 44	5,840 28
Winnebago .....	1,884 23	137 84	5,905 90	11,399 62	445 65	460 56	3,363 54	23,587 34	7,697 35
Wood .....	2,020 77	69 17	2,211 67	5,088 99	1,404 47	428 75	2,841 44	14,065 26	10,404 45
Totals .....	\$209,278 47	\$11,881 25	\$442,438 53	\$619,040 62	\$49,458 33	\$33,664 12	\$213,484 34	\$1,579,195 66	\$474,986 90





*Teachers' Certificates, and Normal School Teachers.*

	5	2	3	37	4	158	208	5	28	29	34	1	2	13
Monroe	1	2	3	3	1	158	208	5	28	29	34	1	2	13
Oconto	1	2	3	3	1	21	28	5	173	12	12	1	1	8
Outagamie	3	1	4	23	2	147	75	5	75	30	35	1	1	5
Ozaukee	1	2	6	39	7	30	75	4	75	15	19	1	1	15
Pepin	1	2	6	11	4	49	75	11	75	21	32	1	1	50
Pierce	1	4	14	11	4	50	75	24	75	50	74	1	1	18
Polk	1	2	22	22	1	70	95	2	95	21	35	1	1	17
Portage	1	2	3	14	2	85	116	8	116	43	51	1	1	17
Price	1	3	1	3	1	4	9	9	9	33	40	1	1	10
Racine	1	1	18	18	13	82	123	7	123	47	67	1	1	10
Richland	2	1	10	28	1	70	94	19	94	34	51	1	1	14
Rock, 1st dist.	4	1	7	20	25	103	169	8	169	22	24	1	1	15
Rock, 2d dist.	7	1	2	10	2	98	151	2	151	84	42	1	1	73
Saint Croix	7	2	2	56	1	180	241	8	241	57	65	2	2	9
Sauk	7	2	2	1	1	23	24	7	24	9	16	1	1	7
Shawano	1	1	1	1	1	65	95	25	95	5	31	1	1	5
Sheboygan	3	1	1	29	1	29	34	1	34	9	10	1	1	4
Taylor	1	1	5	5	1	102	154	3	154	37	64	1	1	4
Trempealeau	6	9	31	16	1	101	148	5	148	87	88	1	1	4
Vernon	1	7	12	40	2	165	229	4	229	71	93	1	1	7
Walworth	3	2	2	79	1	74	158	15	158	12	51	1	1	50
Washington	10	4	3	41	2	126	187	7	187	28	81	1	2	30
Waukesha	1	1	7	7	1	58	68	3	68	45	58	1	1	40
Waupaca	1	1	5	21	1	93	131	1	131	44	56	1	1	3
Waushara	1	1	5	10	2	120	188	4	188	26	26	1	1	48
Winnebago	16	1	5	10	2	82	96	8	96	26	26	1	1	4
Wood	1	1	2	7	4	82	96	1	96	26	26	1	1	4
Totals	152	118	230	1,468	46,343	4,886	7,091	35	76,692	15	78	2,002	2,868	1,011

*Text-Books.*TABLE No. XI.  
TEXT-BOOKS.

COUNTIES.	SPELLING.										READING.													
	Harvey.	Willson.	McGuffey.	National.	Sanders.	Sanders's Union.	Swinson.	Harper.	Webb.	Webster.	Other authors.	New American.	Appleton.	American Educational.	Harper.	Willson.	Harvey.	Independent.	McGuffey.	National.	Sanders.	Sanders's Union.	Other authors.	
Adams .....	.....	.....	.....	6	14	11	6	2	.....	9	.....	.....	.....	17	2	.....	.....	.....	.....	.....	.....	6	37	.....
Ashland .....	.....	.....	1	.....	.....	1	3	.....	1	.....	.....	.....	1	4	.....	.....	.....	.....	.....	.....	.....	1	.....	
Barron .....	5	20	.....	.....	17	9	10	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	7	.....	.....	9	13	.....	
Bayfield .....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Brown .....	5	.....	17	.....	13	7	5	.....	.....	.....	31	.....	1	.....	.....	.....	7	.....	23	2	.....	5	.....	
Buffalo .....	.....	.....	.....	59	4	.....	6	1	.....	2	.....	5	40	30	4	.....	2	.....	.....	30	.....	.....	.....	
Burnett .....	.....	1	6	3	.....	.....	1	2	.....	.....	.....	2	.....	.....	9	1	.....	.....	.....	.....	.....	.....	.....	
Calumet .....	23	.....	.....	11	.....	7	18	.....	1	.....	.....	.....	.....	23	.....	.....	26	.....	.....	11	.....	3	.....	
Chippewa .....	8	8	.....	16	.....	2	53	.....	.....	.....	.....	.....	5	35	9	.....	.....	.....	.....	16	15	.....	1	
Clark .....	.....	16	.....	.....	18	.....	17	9	.....	.....	8	.....	.....	14	13	7	.....	2	.....	.....	.....	10	1	
Columbia .....	15	13	.....	.....	60	12	18	.....	1	.....	9	.....	.....	14	22	.....	34	.....	.....	.....	42	19	2	
Crawford .....	1	.....	13	.....	57	.....	8	.....	.....	.....	.....	.....	2	.....	.....	.....	3	.....	13	.....	49	5	.....	
Dane, 1st dist. ....	4	.....	.....	1	77	4	17	.....	.....	.....	5	.....	49	9	5	.....	.....	.....	.....	.....	36	8	.....	
Dane, 2d dist. ....	9	.....	8	5	65	.....	15	.....	.....	.....	3	.....	22	7	.....	.....	8	4	.....	.....	8	36	.....	
Dodge .....	30	6	4	.....	78	5	19	5	.....	.....	.....	6	63	4	9	.....	38	9	9	7	28	.....	.....	
Door .....	.....	2	4	.....	16	7	4	4	.....	.....	6	.....	8	8	3	.....	5	.....	8	.....	70	2	.....	

*Text-Books.*

Douglas	8	13	7	3	2	2	6	7	1	28	63	21	2	6	9
Dunn	8	13	7	14	4	2	11	36	1	28	63	21	2	6	9
Eau Claire	55	2	54	13	16	1	10	11	8	16	57	4	21	7	29
Fond du Lac	8	16	1	77	38	3	39	41	7	12	7	9	22	14	17
Grant	8	16	1	77	38	3	39	41	7	12	7	9	22	14	17
Green	3	2	33	21	4	4	13	13	2	4	8	3	5	3	3
Green Lake	3	2	33	21	4	4	13	13	2	4	8	3	5	3	3
Iowa	3	1	10	7	3	9	13	13	2	4	8	3	5	3	3
Jackson	16	1	29	7	11	12	74	9	2	17	1	2	2	23	36
Jefferson	10	2	19	29	10	2	7	26	10	10	7	12	13	6	2
Juneau	10	2	19	29	10	2	7	26	10	10	7	12	13	6	2
Kenosha	21	1	8	9	23	1	7	14	21	10	3	10	13	14	14
Kewaunee	4	6	35	22	1	1	43	13	8	2	2	2	2	2	2
La Crosse	4	6	35	22	1	1	43	13	8	2	2	2	2	2	2
La Fayette	4	6	35	22	1	1	43	13	8	2	2	2	2	2	2
Langlade	4	6	35	22	1	1	43	13	8	2	2	2	2	2	2
Lincoln	4	6	35	22	1	1	43	13	8	2	2	2	2	2	2
Manitowoc	7	22	3	24	26	5	7	13	22	11	2	2	2	2	2
Marathon	7	22	3	24	26	5	7	13	22	11	2	2	2	2	2
Marquette	2	2	11	3	28	5	15	9	1	4	4	28	2	6	17
Marquette	2	2	11	3	28	5	15	9	1	4	4	28	2	6	17
Milwaukee	25	5	53	19	12	8	6	11	13	23	23	7	19	13	1
Monroe	13	16	30	12	8	1	3	6	11	13	23	7	19	13	1
Oconto	23	4	12	26	3	2	21	15	2	15	15	2	7	5	1
Outagamie	23	4	12	26	3	2	21	15	2	15	15	2	7	5	1
Ozaukee	6	1	10	5	39	2	40	9	15	15	15	2	7	5	1
Pepin	2	6	45	39	2	2	37	16	7	5	5	10	6	2	1
Pierce	8	5	18	20	2	4	5	14	5	19	6	6	2	1	1
Polk	6	11	1	10	4	3	7	7	7	7	7	7	7	7	7
Portage	6	11	1	10	4	3	7	7	7	7	7	7	7	7	7
Price	6	11	1	10	4	3	7	7	7	7	7	7	7	7	7
Racine	6	3	11	39	16	15	33	6	7	4	7	4	2	19	17
Richland	4	11	1	14	1	1	5	3	5	10	3	1	14	17	1
Rock, 1st dist.	4	4	8	31	2	2	35	3	5	10	3	1	14	17	1
Rock, 2d dist.	4	4	8	31	2	2	35	3	5	10	3	1	14	17	1
St. Croix	7	5	49	18	4	4	60	10	10	6	3	3	11	11	4

*Text-Books.*

TABLE No. XI.—TEXT-BOOKS — continued.

COUNTIES.	SPELLING.										READING.												
	Harvey.	Willson.	McGuffey.	National.	Sanders.	Sanders's Union.	Swinton.	Harper.	Webb.	Webster.	Other authors.	New American.	Appleton.	American Educational.	Harper.	Willson.	Harvey.	Independent.	McGuffey.	National.	Sanders.	Sanders's Union.	Other authors.
Sauk .....	33	3	4	14	47	...	46	...	...	...	...	...	...	18	36	4	...	10	2	14	69	...	...
Shawano .....	11	11	...	8	9	...	14	...	...	...	...	...	5	6	20	...	...	...	...	10	7	...	...
Sheboygan .....	...	...	5	...	73	16	5	...	...	...	...	...	...	11	5	...	...	...	...	15	60	8	7
Taylor .....	...	1	2	1	1	15	2	...	...	...	...	...	...	...	...	...	...	...	2	3	5	8	...
Trempealeau .....	...	2	...	6	7	...	30	...	7	21	...	...	33	21	...	...	...	...	...	...	3	...	...
Vernon .....	9	...	47	5	10	21	31	10	...	7	...	...	10	14	6	...	8	...	47	5	12	25	...
Walworth .....	15	...	...	...	26	40	17	...	...	...	9	...	9	18	...	...	21	...	5	...	20	23	7
Washington .....	7	...	8	...	68	...	11	...	...	...	...	...	40	14	...	...	9	...	6	...	29	...	...
Waukesha .....	2	11	2	3	49	12	23	...	...	...	...	...	64	6	...	...	7	5	...	4	16	4	2
Waupaca .....	...	37	...	...	38	...	19	...	...	...	...	...	22	15	19	...	...	2	...	...	...	21	...
Wausara .....	...	...	...	...	21	2	32	...	...	5	...	...	65	16	...	...	...	...	...	...	...	10	...
Winnabago .....	...	...	6	...	4	37	28	...	...	...	...	...	16	6	...	...	...	...	2	...	17	33	...
Wood .....	2	...	...	8	1	1	18	...	...	...	2	...	9	10	...	...	3	...	...	7	...	2	...
Totals.....	354	251	293	286	1,853	517	1,067	113	22	62	92	63	941	679	288	95	405	110	284	269	863	503	35

*Text-Books.*

TABLE No. XI.—TEXT BOOKS — continued.

COUNTIES.	ARITHMETIC.							ALGEBRA.					GEOGRAPHY.									
	Davies.	French.	Quackenbos.	Ray.	Robinson.	White.	Other authors.	Davies.	Loomis.	Olney.	Ray.	Robinson.	Other authors.	Cornell.	Eclectic.	Harper.	McNally.	Mitchell.	Monteith.	Swinton.	Appleton.	Other authors.
Adams.....	...	1	12	...	38	1	6	...	...	...	...	2	...	18	...	12	21	...	...	26	...	...
Ashland.....	...	...	...	...	5	1	1	...	...	...	...	1	...	...	...	...	...	...	...	6	1	...
Barron.....	4	20	...	9	22	5	...	...	...	...	...	...	...	...	3	23	...	...	11	21	1	...
Bayfield.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Brown.....	...	2	42	...	27	2	3	...	...	2	...	1	...	...	5	10	...	34	2	15	...	...
Buffalo.....	19	3	43	...	12	1	3	1	...	1	...	1	...	39	4	11	...	20	...	7	...	...
Burnett.....	3	6	1	...	8	...	...	...	...	...	...	...	...	1	1	10	1	...	...	...	...	...
Calumet.....	13	1	...	...	23	23	3	...	...	1	...	2	...	1	22	3	...	...	8	23	...	3
Chippewa.....	22	6	...	11	45	2	...	...	...	...	...	4	...	1	2	12	2	...	16	46	...	...
Clark.....	17	2	2	...	27	2	4	...	...	1	...	2	...	...	2	32	2	2	11	10	...	1
Columbia.....	1	12	...	...	99	14	5	...	...	...	...	13	...	...	15	75	...	12	26	6	...	...
Crawford.....	...	1	...	42	43	...	...	...	...	...	2	4	...	...	4	...	6	30	...	29	...	...
Dane, 1st dist..	6	2	36	28	40	2	5	1	...	1	...	7	...	38	4	32	5	...	12	22	...	...
Dane, 2d dist..	12	...	11	52	24	9	...	1	2	...	...	5	...	...	16	12	12	...	35	12	...	...
Dodge.....	21	...	5	40	50	32	14	...	1	...	5	13	2	30	27	28	...	9	84	21	...	...
Door.....	3	4	...	10	20	...	...	...	...	...	3	...	...	13	...	10	7	4	...	9	...	...
Douglas.....	...	...	2	...	...	...	...	...	...	...	1	...	...	...	...	...	...	1	...	...	...	1
Dunn.....	7	10	...	8	17	...	1	...	...	...	2	1	...	10	...	15	...	4	...	13	...	...
Eau Claire.....	1	2	1	...	49	1	...	...	...	...	...	4	...	5	...	29	...	...	...	21	...	1
Fond du Lac...	28	...	5	...	58	27	49	8	...	1	...	10	...	26	28	18	...	26	...	48	...	...
Grant.....	8	4	...	100	55	44	...	2	1	3	5	2	...	1	43	34	17	15	87	35	8	...
Green.....	9	2	43	...	65	6	2	...	...	...	...	4	...	13	8	50	...	2	50	...	...	...

*Text-Books.*

TABLE NO. XI.—TEXT-BOOKS—continued.

COUNTIES	ARITHMETIC.						ALGEBRA.						GEOGRAPHY.									
	Davies.	French.	Quackenbos.	Ray.	Robinson.	White.	Other authors.	Davies.	Loomis.	Olney.	Ray.	Robinson.	Other authors.	Cornell.	Eclectic.	Harper.	McNally.	Mitchell.	Monteth.	Swinton.	Appleton.	Other authors.
Green Lake.....	..	3	5	..	42	7	7	..	..	..	..	2	2	10	..	24	3	1	..	21	..	..
Iowa.....	1	..	..	11	7	4	4	..	..	..	..	5	5	..	1	7	..	..	13	10	..	..
Jackson.....	1	11	11	10	29	..	..	..	..	..	..	1	1	11	1	15	..	..	11	24	..	1
Jefferson.....	47	4	16	4	16	..	..	1	..	1	..	3	3	3	7	9	20	5	..	..	..	..
Juneau.....	..	..	8	24	47	..	..	..	..	..	..	1	1	7	2	5	..	25	9	32	..	..
Kenosha.....	9	1	..	..	40	7	6	3	..	..	..	4	4	..	8	29	..	..	8	13	..	..
Kewaunee.....	..	1	2	5	36	1	1	..	..	..	..	2	2	13	..	..	7	..	11	12	..	1
La Crosse.....	3	..	4	15	19	23	..	..	..	..	..	3	3	4	17	5	..	..	19	12	..	..
La Fayette.....	6	7	13	62	19	6	..	..	..	..	..	1	2	15	8	31	5	3	23	16	..	..
Langlade.....	1	..	..	..	..	7	2	..	..	..	..	..	..	..	11	..	..	..	..	..	..	2
Lincoln.....	1	..	..	..	14	1	..	..	..	..	..	2	2	..	..	7	1	..	..	7	..	..
Manitowoc.....	1	..	..	41	47	1	6	..	..	..	..	3	3	..	..	13	10	23	..	43	..	..
Marathon.....	37	16	..	6	34	4	..	..	..	..	..	3	3	..	5	51	..	8	25	8	..	..
Marquette.....	7	1	..	13	2	..	1	..	..	..	..	2	2	1	..	4	2	..	3	3	..	..
Marquette.....	..	..	1	..	..	..	..	..	..	..	..	2	2	1	..	2	1	..	..	8	..	..
Milwaukee.....	..	..	..	29	28	3	5	..	..	..	..	6	6	..	6	10	3	..	25	21	..	..
Monroe.....	2	1	6	54	37	26	..	2	..	..	..	5	5	6	83	13	8	14	21	23	..	2
Oconto.....	..	8	..	..	21	..	5	..	..	..	..	..	..	..	..	23	..	5	..	7	..	..
Ontonagon.....	6	..	2	8	62	..	..	..	..	..	..	2	2	6	..	11	..	17	42	..	..	..
Ozaukee.....	17	3	..	19	16	..	1	..	..	1	..	2	2	..	..	10	..	3	28	9	..	..
Pepin.....	7	6	2	1	18	..	1	..	..	..	..	3	3	5	1	7	..	5	14	..	2	..
Pierce.....	..	..	..	..	92	..	..	1	..	..	..	8	8	..	..	12	1	..	18	53	..	1

*Text-Books.*

Polk.....	12	8	15	6	3	2	10	9	16	37													
Portage.....	5	18	12	5	1	1	35	1	2	6													
Price.....	7	14	7	6	2	2	36	8	7	6													
Racine.....	15	14	7	14	8	1	5	11	9	2													
Richland.....	1	1	3	14	2	3	46	1	3	20													
Rock, 1st dis.	2	1	9	10	1	3	16	2	1	6													
Rock, 2d dis	12	2	16	45	3	1	37	10	1	14													
St. Croix.....	12	12	19	43	5	9	87	10	28	32													
St. Croix.....	31	5	1	79	36	3	42	6	12	39													
Sauk.....	7	11	6	33	1	2	2	12	5	38													
Shawano.....	48	1	19	63	1	7	12	15	13	28													
Sheboygan.....	4	1	28	7	1	6	3	2	16	2													
Taylor.....	4	2	1	98	32	4	4	8	10	36													
Trempealeau.....	4	2	3	88	15	3	30	8	46	32													
Vernon.....	1	2	15	4	5	17	13	30	17	39													
Walworth.....	9	15	4	65	5	5	17	17	21	30													
Washington.....	4	4	45	1	52	2	48	5	33	10													
Waukesha.....	21	11	10	40	6	1	5	49	1	5													
Waupaca.....	46	7	3	31	12	3	11	3	5	20													
Waushara.....	3	7	3	68	9	10	12	40	7	48													
Winnebago.....	6	2	9	3	16	2	13	1	3	6													
Wood.....	461	247	402	890	2,127	860	170	37	11	19	27	222	6	454	389	1,118	197	338	767	1,066	100	30	
Totals.....																							

*Text-Books.*

TABLE No. XI.—TEXT-BOOKS — continued.

COUNTIES.	GRAMMAR.						UNITED STATES HISTORY.						PHYSIOLOGY.				GEOMETRY.						
	Clark.	Harvey.	Kerl.	Pineo.	Quackenbos.	Swinton.	Other authors.	Anderson.	Barnes.	Goodrich.	Quackenbos.	Scott.	Swinton.	Other authors.	Brown.	Cutter.	Hitchcock.	Steele.	Other authors.	Davies.	Loomis.	Robinson.	Other authors.
Adams.....	2	2	13	14	16	2	4	8	9	20	6	1	1	1	1	1	1	1	1	1	1	1	1
Ashland.....	2	8	7	1	39	1	3	3	1	84	5	14	5	1	1	1	1	1	1	1	1	1	1
Barron.....																							
Bayfield.....																							
Brown.....	2		16	9	26	1		3	2	24	11		1	7	1	1	1	1	1	1	1	1	1
Buffalo.....	7	1		45	25	2		23	38	5	4	5	4	1	2	2	2	7	1	1	1	1	1
Burnett.....	2	2			9			6	1	1	3												
Calumet.....		19	16		14		1	3		19					1	1	1	1					
Chippewa.....		16	41		21		3	2	1	64	1												
Clark.....	7	3	13	3	17			14		11		14	11	1	2	3	2	3	1	2	1	2	2
Columbia.....	3	21	15		66			67	8	11		11	21	8	2	1	4	4	3	1	1	2	2
Crawford.....	2		40	6	21			1	5	3			46	1	1	1	1	2	2	1	1	2	1
Dane, 1st dis	4	12	31	25	23	3	2	14	3	29			37	4	4	2			2	1	1	1	1
Dane, 2d dis	8	16	36	10	15			17	18	3			42	6	2	2			1	1	1	1	1
Dodge.....	13	23	23	12	65			5	49	16	10	3	25	10	1	6	2	2	1	1	1	4	1
Door.....	1	6	16	3	7			8	1	1			10	1	1	1						1	1
Douglas.....		1			1														1	1	1	1	1
Dunn.....	1	3	11		17			6				6	15					2	1	1		1	1
Eau Claire.....					41			13					13	1			2	1	1			4	4
Fond du Lac.....		57	64	1	13	6		26					51	12	4		3	4	1			2	2
Grant.....	6	65	52	10	44			25				1	55	10	1	2	1	6			4	1	1
Green.....	30		10		59	4		3				8	90				2	2					

*Text-Books.*

[illegible]

*Text-Books.*

TABLE No. XI. — TEXT-BOOKS — continued.

COUNTIES.	GRAMMAR.						UNITED STATES HISTORY.						PHYSIOLOGY.					GEOMETRY.					
	Clark.	Harvey.	Kerl.	Pineo.	Quackenbos.	Swinton.	Other authors.	Anderson.	Barnes.	Goodrich.	Quackenbos.	Scott.	Swinton.	(Other authors.	Brown.	Cutter.	Hitchcock.	Steele.	Other authors.	Davies.	Loomis.	Robinson.	Other authors.
Walworth . . .	8	19	39	...	1	37	...	...	17	3	...	...	39	8	8	4	...	6	...	...	...	4	1
Washington.	4	16	...	10	19	18	...	14	...	17	10	...	18	3	...	...	...	...	...	...	...	...	...
Waukesha..	4	9	28	1	31	24	...	...	1	5	36	10	49	2	1	...	3	...	3	...	3	1	...
Waupaca..	1	7	16	1	7	41	...	3	21	...	5	10	16	...	...	...	...	1	1	...	...	1	...
Waushara .	...	...	11	...	53	5	...	4	...	...	42	...	18	...	...	...	2	...	...	...	...	...	...
Winnebago.	...	4	46	...	...	16	...	4	3	7	...	...	40	...	1	1	...	1	...	...	...	9	...
Wood .....	7	2	6	...	8	1	...	1	2	...	15	...	11	1	...	...	...	1	...	...	...	...	1
Totals ...	183	707	1,073	99	416	1,322	95	128	655	241	430	205	1,500	136	45	51	21	68	32	12	23	59	13

*Teachers' Institutes.*TABLE NO. XII.  
TEACHERS' INSTITUTES.

COUNTIES.	WHERE HELD.	BY WHOM CONDUCTED.	WHEN HELD.
Adams.....	White Creek ..	A. J. Hutton .....	Oct. 2
Barron .....	Rice Lake.....	J. B. Thayer .....	Mar. 20
Brown .....	West Depere ..	Hosea Barns .....	Aug. 14
Buffalo.....	Alma .....	J. B. Thayer .....	Sept. 18
Chippewa ..	Chippewa Falls	L. W. Briggs and C. A. Burlew ..	Aug. 28
Clark .....	Neillsville.....	A. J. Hutton .....	Sept. 18
Columbia ..	Portage .....	A. J. Hutton .....	Apr. 3
Crawford ..	Seneca .....	A. J. Hutton and H. R. Smith.....	Aug. 7
Dane, 1st dis	Sun Prairie ..	A. J. Hutton .....	Sept. 4
Dane, 2d dis	Middleton .....	A. J. Hutton .....	Aug. 21
Dodge .....	Beaver Dam.....	A. J. Hutton ..	Sept. 11
Door .....	Sturgeon Bay ..	B. R. Grogan .....	Aug. 23
Dunn .....	Menomonie .....	J. B. Thayer .....	Sept. 4
Eau Claire ..	Augusta.....	J. B. Thayer .....	Aug. 14
Fond du Lac	Fond du Lac ..	L. W. Briggs.....	Mar. 27
Grant .....	Bloomington ..	Geo. Beck and Etta Carle.....	Aug. 21
Green .....	Albany .....	A. Salisbury .....	Mar. 20
Iowa .....	Dodgeville .....	Ed. McLoughlin .....	Mar. 20
Jackson ...	Black Riv. F'lls	J. T. Lunn and C. H. Keyes.....	Aug. 28
Jefferson ...	Fort Atkinson.	J. Q. Emery .....	Aug. 28
Juneau.....	Mauston .....	Geo. Beck and J. H. Gould .....	Aug. 14
Kenosha ..	Salem .....	A. A. Miller .....	Aug. 28
Kewaunee ..	Ahnapee .....	L. W. Briggs.....	Sept. 11
La Crosse ..	West Salem ..	J. B. Thayer .....	Sept. 25
La Fayette ..	Darlington .....	C. H. Nye and H. Jane .....	Sept. 21
Lincoln .....	Merrill] .....	I. N. Stewart.....	Aug. 21
Manitowoc ..	Manitowoc .....	Ed. McLoughlin .....	Aug. 21
Marathon ..	Mosinee.....	Hosea Barns .....	Aug. 28
Marinette ..	Marinette .....	E. Auerswald .....	Aug. 28
Marquette ..	Montello ....	H. Barns.....	Sept. 4
Monroe .....	Sparta .....	J. B. Thayer and T. Williams.....	Aug. 21
Oconto .....	Oconto .....	B. R. Grogan .....	Aug. 14
Outagamie ..	Appleton .....	I. N. Stewart.....	Mar. 27
Ozaukee ...	Cedarburg .....	Chas. Lau .....	Aug. 14
Pepin .....	Pepin .....	J. B. Thayer .....	Apr. 10
Pierce.....	Ellsworth .....	C. H. Keyes.....	Aug. 14
Portage .....	Plover .....	L. W. Briggs.....	Mar. 20
Racine .....	Burlington .....	J. Q. Emery and E. R. Smith .....	Aug. 21
Richland ...	Richland Cent'r	A. J. Hutton .....	Apr. 10
Richland ..	Richland Cent'r	Hosea Barns and H. R. Smith .....	Sept. 4
Rock, 1st dis	Evansville.....	A. J. Hutton and B. Bigsby .....	Apr. 10
Rock, 2d dis	Milton .....	A. Salisbury .....	Aug. 21
St. Croix ...	Hudson .....	J. B. Thayer .....	Apr. 24
Sauk .....	Spring Green and Baraboo.	J. Q. Emery .....	Aug. 7
Shawano ...	Shawano .....	A. F. North.....	Sept. 18
Sheboygan ..	Sheboygan F'lls	W. E. Anderson and S. A. Hooper..	Aug. 21
Trempealeau	Trempealeau ..	W. E. Barker .....	Sept. 4

*Teachers' Institutes.*

TABLE NO. XII.—TEACHERS' INSTITUTES — continued.

COUNTIES.	WHERE HELD.	BY WHOM CONDUCTED.	WHERE HELD.
Vernon.....	De Soto .....	A. J. Hutton .....	Mar. 20
Vernon.....	Viroqua.....	O. T. Bright .....	Aug. 21
Walworth ..	Elkhorn.....	A. Salisbury and Etta Carle.....	Aug. 7
Washington.	West Bend ...	A. C. Twining and I. M. Buell....	Aug. 21
Waukesha..	Waukesha.....	A. Salisbury and A. F. North .....	Sept. 4
Waupaca ...	Waupaca .....	Ed. McLoughlin .....	Aug. 28
Waushara ..	Auroraville....	L. W. Briggs.....	Apr. 10
Winnebago.	Oshkosh .....	L. W. Briggs and O. T. Bright .....	Aug. 14
Wood .....	Centralia .....	J. B. Thayer .....	Mar. 27

*Teachers' Institutes — Special Reports.*TABLE No. XIII.  
TEACHERS' INSTITUTES — SPECIAL REPORTS.

COUNTIES.	No. of schools in county or superintendent district.	No. of teachers required to teach the schools in county.	NUMBER ATTENDING INSTITUTE.			No. of days institute was in session.	Average daily attendance.	NO. HOLDING CERTIFICATES.			Average age of members.	Average experience in months in teaching of those having taught.	Not having taught, but intending to teach.	No. having previously attended institutes.	NUMBER HAVING ATTENDED—					No. of evening lectures.
			Male.	Female.	Total.			1st grade.	2d grade.	3d grade.					Colleges and Universities.	Academies.	Normal schools.	High schools.	Common schools only.	
Adams.....	66	66	5	44	49	9	43	...	1	29	20	13	19	34	5	6	...	5	39	1
Barron.....	70	73	9	26	35	4	27	4	1	11	19	18	17	25	3	1	10	20	6	...
Brown.....	88	80	11	60	71	10	59	...	7	46	21	26	...	59	3	5	10	47	6	...
Buffalo.....	82	89	14	25	39	5	27	3	5	24	23	22	7	27	5	...	3	6	25	2
Chippewa.....	100	113	8	54	57	9	41	1	4	34	19	24	16	35	3	1	10	25	18	...
Clark.....	81	98	8	37	45	10	32	1	5	80	31	23	9	34	3	1	4	30	10	...
Columbia.....	143	163	17	68	85	5	70	1	5	52	23	22	27	64	4	4	7	51	13	1
Crawford.....	93	94	15	51	66	10	45	3	12	42	23	23	17	41	1	6	9	22	23	1
Dane, 1st district.....	127	136	8	51	54	5	44	2	13	31	21	25	10	44	8	5	3	25	13	...
Dane, 2d district.....	118	184	8	63	71	10	48	5	10	44	21	19	19	21	21	10	2	31	7	3
Dodge.....	190	218	17	58	75	5	59	5	14	47	22	22	11	48	9	8	9	34	15	1
Door.....	56	57	9	34	43	8	37	...	4	29	20	22	4	25	5	4	7	14	10	1
Dunn.....	100	104	6	56	62	9	59	3	8	34	21	20	20	40	1	...	6	86	18	1
Eau Claire.....	66	107	3	57	60	5	54	2	8	38	21	30	18	39	2	...	10	43	5	...
Fond du Lac.....	166	178	20	123	143	9	121	2	18	74	22	27	23	34	2	...	25	34	39	1
Grant.....	211	255	17	55	72	9	63	7	6	45	22	26	19	40	...	7	19	12	34	2

*Teachers' Institutes — Special Reports.*

TABLE NO. XIII.—TEACHERS' INSTITUTES — SPECIAL REPORTS.

COUNTIES.	No. of schools in county or superintendent district.	No. of teachers required to teach the schools in county.	NUMBER ATTENDING INSTITUTE.			No. of days institute was in session.	Average daily attendance.	No. HOLD-ING CERTIFICATES.			Average age of members.	Average experience in months in teaching of those having taught.	Not having taught, but intending to teach.	No. having previously attended institutes.	NUMBER HAVING ATTENDED					No. of evening lectures.
			Male.	Female.	Total.			1st grade.	2d grade.	3d grade.					Colleges and Universities.	Academies.	Normal schools.	High schools.	Common schools only.	
Green .....	131	154	25	82	107	9	86	4	6	46	19	16	56	56	4	81	4	37	81	1
Iowa.....	125	133	4	16	20	5	15	1	2	14	22	29	2	12	...	...	5	13	6	1
Jackson.....	75	89	5	34	39	10	25	4	7	24	23	26	4	29	8	...	2	23	7	1
Jefferson.....	127	155	15	64	79	5	61	3	5	51	28	23	12	56	8	8	7	49	7	1
Juneau.....	94	119	11	95	106	4	98	4	11	68	21	20	33	71	2	8	6	85	9	1
Kenosha.....	61	62	21	67	88	5	81	3	11	41	19	19	21	53	2	3	17	17	41	1
Kewaunee.....	51	58	23	21	44	10	33	...	5	30	20	29	8	26	2	...	3	32	6	1
La Crosse.....	66	74	13	27	40	5	35	3	17	5	23	23	8	36	7	...	1	27	5	1
La Fayette.....	122	140	23	57	80	10	54	5	9	5	22	22	14	56	2	8	11	46	18	1
Lincoln.....	15	22	1	15	16	6	10	2	3	9	22	25	2	11	...	...	8	4	6	1
Manitowoc.....	108	142	13	67	70	5	61	4	2	48	21	27	21	55	2	1	6	38	21	1
Marathon.....	98	108	8	32	40	5	40	1	4	29	23	22	5	29	1	...	3	13	21	1
Marquette.....	26	35	4	15	19	10	17	5	4	6	24	50	4	16	4	2	3	7	2	5
Marquette.....	60	64	12	40	52	5	49	3	8	30	20	12	11	36	8	...	5	15	30	...
Monroe.....	127	144	8	60	68	9	6	2	2	49	20	16	16	45	...	4	1	41	23	1
Oconto.....	37	38	2	18	20	5	16	1	10	5	22	22	40	29	41	...	2	11	7	1
Outagamie.....	115	121	16	72	88	5	62	2	4	47	22	24	29	41	14	...	6	89	18	1
Ozaukee.....	59	71	16	26	42	10	83	1	5	24	26	31	15	26	5	...	6	16	15	1

*Teachers' Institutes — Special Reports.*

Pepin .....	38	43	22	34	56	10	39	2	9	27	20	22	17	35	1	5	8	32	10	1
Pierce .....	109	122	7	57	64	5	60	6	20	31	21	22	8	46	2	4	24	7	27	1
Portage .....	86	89	6	48	54	5	43	1	6	26	21	25	20	31	2	3	6	14	29	..
Racine .....	76	82	13	69	82	9	60	5	12	43	21	23	25	57	4	24	9	31	14	..
Richland .....	121	131	12	58	70	5	57	1	6	35	20	16	30	44	1	...	1	58	10	..
Rock, 1st district .....	...	...	18	47	60	10	56	2	7	51	18	20	16	43	1	1	3	41	14	1
Rock, 2d district .....	83	93	3	62	65	9	47	3	13	83	19	19	...	49	9	14	2	30	8	8
St. Croix .....	105	107	5	57	62	5	56	9	9	38	22	28	6	41	3	7	21	18	13	3
Sauk .....	161	192	11	109	120	10	105	1	2	99	20	17	23	83	5	2	10	87	16	1
Shawano .....	60	62	3	21	24	5	21	3	2	13	21	24	7	15	4	2	2	18	1	..
Sheboygan .....	112	125	75	25	100	9	61	9	2	85	23	22	14	85	3	...	7	72	18	1
Trempealeau .....	89	95	17	43	60	9	46	3	7	38	21	21	15	38	...	16	3	27	14	1
Vernon .....	151	156	9	29	38	5	33	...	3	18	20	34	21	15	...	...	1	27	14	1
Vernon .....	...	...	19	93	112	9	85	6	9	60	21	18	20	76	5	2	3	15	20	..
Walworth .....	126	164	10	51	61	9	43	5	2	50	23	35	8	44	4	8	12	24	13	1
Washington .....	99	112	20	30	50	10	39	4	3	59	22	34	9	32	1	2	14	27	6	..
Waukesha .....	118	144	14	73	87	5	70	7	11	57	23	20	9	47	31	5	14	31	6	2
Waupaca .....	111	124	10	100	110	9	95	2	5	87	...	...	16	72	2	...	3	39	38	..
Waushara .....	99	99	16	40	56	10	44	...	4	...	18	14	28	36	2	...	2	8	44	..
Winnebago .....	101	108	11	67	78	5	61	3	5	68	23	24	12	30	2	1	28	42	3	3
Wood .....	50	53	5	64	69	9	38	1	3	39	19	20	30	48	2	1	4	36	26	..
Totals and avs .....	5,235	5,890	694	2,879	3,573	417	av. 49	101	383	2,145	av. 21	av. 23	844	2,357	253	220	405	1,661	948	53

*School Children in Attendance.*TABLE No. XIV.  
SCHOOL CHILDREN IN ATTENDANCE.

CITIES.	No. of male children over 4 and under 20 years of age.		No. of female children over 4 and under 20 years of age.		Whole number of children over 4 and under 20 years of age in city.	No. of male children over 4 and under 20 years of age who have attended public school during the year.		No. of female children over 4 and under 20 years of age who have attended public school during the year.		Whole number of children over 4 and under 20 years of age who have attended public school.	Total number of different pupils who have attended public school during the year.	No. of days school has been taught by qualified teachers.	Whole number of days attendance of different pupils in the public schools of the city during the year.	Whole number of children between the ages of 7 and 15 years residing in the city.	Whole number of children between the ages of 7 and 15 years who have attended school during the year.	Percentage of enrollment on number of children in the city.
	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	No. of male children over 4 and under 20 years of age who have attended public school.	No. of female children over 4 and under 20 years of age who have attended public school.												
Appleton .....	1,502	1,666	928	879	3,168	1,807	8	1,815	168	198,898	1,682	1,229	57			
Beaver Dam.....	763	916	442	372	1,679	814	2	816	200	126,172	775	479	49			
Beloit .....	819	850	606	558	1,669	1,164	6	1,170	200	88,455	872	763	70			
Berlin.....	600	581	379	368	1,181	747	..	747	180	60,040	594	507	63			
Columbus .....	340	378	291	245	718	536	8	544	190	265,800	437	417	76			
Fond du Lac .....	2,314	2,762	1,055	984	5,076	2,039	...	2,039	200	75,565	2,031	...	40			
Fort Howard .....	559	599	372	335	1,158	707	...	707	200	39,652	659	617	63			
Grand Rapids .....	242	239	180	158	481	338	1	339	160	127,465	412	305	70			
Green Bay .....	1,248	1,433	529	581	2,681	1,110	...	1,110	181	54,287	1,443	848	42			
Hudson .....	330	815	280	212	645	492	2	494	180	265,920	385	381	76			
Janesville .....	1,770	1,862	861	777	3,632	1,638	10	1,648	180	85,659	2,207	1,206	45			
Kenosha .....	860	896	830	282	1,746	612	...	612	190	...	795	446	88			

*School Children in Attendance.*

La Crosse .....	2,261	2,376	4,627	1,319	1,847	2,666	9	2,675	179	822,916	2,611	2,382	68
Madison .....	1,712	1,999	8,711	955	1,025	1,990	1	1,981	185	297,000	1,916	1,480	53
Menasha .....	616	596	1,212	243	284	477	....	477	179	55,286	640	256	40
Menomonie .....	491	571	1,062	468	443	851	....	859	180	95,486	750	601	81
Millwaukee .....	20,647	21,447	42,094	9,543	9,974	18,617	3	18,620	200	2,889,989	21,587	12,183	45
Mineral Point .....	531	577	1,098	300	297	597	2	599	180	71,532	489	465	58
Neenah .....	705	679	1,384	875	405	780	....	787	178	98,843	735	651	57
Oconto .....	722	675	1,397	535	518	1,053	2	1,055	169	72,531	710	687	75
Oshkosh .....	3,115	3,260	6,375	1,180	1,212	2,392	....	2,392	200	....	2,652	1,342	46
Portage .....	707	704	1,411	490	502	992	....	997	200	120,202	736	684	70
Prairie du Chien .....	484	551	1,035	260	233	493	....	494	200	58,720	539	492	48
Racine .....	3,385	3,492	6,867	1,286	1,277	2,563	3	2,566	200	362,128	3,185	1,842	38
Ripon .....	433	528	961	288	289	527	....	529	180	70,472	511	476	55
Sheboygan .....	1,753	1,687	3,440	618	581	1,199	....	1,200	200	145,200	1,751	844	85
Stevens Point .....	769	782	1,551	479	477	956	....	956	180	86,862	820	726	62
Watertown .....	1,753	1,608	3,861	593	539	1,132	....	1,134	178	140,624	1,558	1,309	34
Waupaca .....	250	241	491	231	232	453	....	454	176	39,282	236	211	65
Wausau .....	981	967	1,848	603	507	1,110	....	1,111	163	102,171	1,018	852	60
Totals and av. ....	52,642	55,117	107,759	25,407	25,435	50,842	....	50,927	5,556	5,852,059	54,726	34,631	av. 56

*Teachers, Salaries, Graded and Night Schools.*TABLE No. XV.  
TEACHERS, SALARIES, GRADED AND NIGHT SCHOOLS.

CITIES.	TEACHERS, SALARIES.										GRADED SCHOOLS.					NIGHT SCHOOLS.	
	No. of male teachers required.	No. of female teachers required.	Whole number of teachers required.	No. of male teachers employed during year.	No. of female teachers employed during year.	Whole number teachers employed during year.	Highest salary paid to male teachers (per annum.)	Average salary paid to male teachers (per annum.)	Highest salary paid to female teachers (per annum.)	Average salary paid to female teachers (per annum.)	No. schools in city with four or more departments.	No. of schools with three departments.	No. of schools with two departments.	No. of mixed or ungraded schools.	No. of night schools.	No. of teachers employed in the same.	No. of pupils attending the same.
Appleton .....	8	23	31	8	24	32	\$1,400	\$690	\$550	\$360	4	2	1	1	1	1	1
Beaver Dam.....	1	12	13	1	12	13	1,200	1,200	500	840	2	1	2	1	1	1	1
Beloit.....	1	19	20	1	19	20	1,500	1,500	600	400	2	1	1	1	1	1	1
Burlington.....	2	12	14	2	12	14	1,100	800	450	292	2	1	1	1	2	1	1
Columbus.....	2	6	8	6	6	9	1,000	750	832	293	3	1	2	2	6	1	1
Fond du Lac.....	3	37	40	38	37	40	1,200	767	750	355	3	3	4	6	1	1	1
Fort Howard.....	1	12	13	1	12	13	800	800	400	280	2	1	1	1	1	1	1
Grand Rapids.....	1	5	6	1	7	8	585	585	360	360	1	1	1	1	1	1	1
Green Bay.....	1	17	18	1	20	21	1,500	1,500	600	424	2	1	2	1	1	1	1
Hudson.....	1	9	9	1	10	11	900	900	360	321	1	1	1	1	1	1	1
Janesville.....	1	35	36	1	41	42	1,500	1,500	650	334	6	1	1	1	1	1	1
Kenosha.....	3	13	16	8	13	16	1,200	733	450	377	3	1	1	1	1	1	1
La Crosse.....	7	38	45	8	38	46	1,200	1,100	550	421	5	6	8	8	1	1	1
Madison.....	5	32	37	5	32	37	2,000	963	555	450	6	1	1	1	1	1	1
Menasha.....	1	8	9	1	8	9	900	900	450	313	1	1	1	4	1	1	1
Menomonie.....	1	13	14	1	15	16	1,500	1,500	495	384	2	1	1	1	1	1	1

*Teachers, Salaries, Graded and Night Schools.*

	44	228	272	44	228	272	2,950	1,500	550	2	21	32	32	11	50	1,508
Milwaukee.....	3	8	11	4	9	13	1,200	1,500	270	2					47	1,508
Mineral Point.....	1	14	15	1	14	15	1,200	720	270	1						
Neenah.....	5	6	11	5	7	12	1,000	1,200	355	1	1	1	2			
Oconto.....	7	47	54	7	47	54	1,750	536	308	6	6	3	2			
Oshkosh.....	1	16	17	1	16	17	1,200	821	349	8						
Portage.....	1	7	8	1	9	10	750	550	331	1						
Prairie du Chien.....	5	43	48	5	47	52	1,500	1,200	357	7						
Racine.....	1	12	13	1	15	16	900	900	400	1	1	1	2			
Ripon.....	3	17	20	3	17	20	1,200	667	319	1	1	1	2			
Sheboygan.....	1	12	13	1	12	13	1,200	500	340	1	2	1	1			
Stevens Point.....	4	18	22	4	18	22	1,600	360	292	3						
Watertown.....	1	7	8	1	7	8	800	450	340	1				1	3	117
Waupaca.....	1	16	17	1	16	17	1,000	800	264	2	1					
Wausau.....								500	237							
Totals and avs.....	117	741	858	120	768	898	\$2,250 av.	\$1,500 av.	\$349	72	21	32	32	11	50	1,625

*School-Houses, Sites, and Valuation.*TABLE No. XVI.  
SCHOOL-HOUSES, SITES, AND VALUATION.

CITIES.	No. of public school-houses in the city.	No. of school-houses built during the year.	Whole number of pupils school-houses will accommodate.	No. of school-house sites owned by city.	No. of sites containing only one lot.	No. of sites containing more than one lot.	No. of sites suitably enclosed.	No. of school-houses built of stone or brick.	Highest valuation of school-house and site.	Cash value of all public school-houses in the city.	Cash value of sites.	No. of school-houses in good condition.	No. of school-houses properly ventilated.	No. of school-houses with separate out-houses for both sexes.	No. of school-houses with out-houses in good condition.
Appleton.....	7	1	2,000	6	...	6	6	6	\$16,000	\$38,000	\$15,000	6	2	6	6
Beaver Dam.....	7	...	900	5	...	5	4	4	12,000	36,000	6,000	4	4	4	4
Beloit.....	3	...	1,100	3	...	3	3	3	35,000	65,000	20,000	3	1	3	3
Berlin.....	3	...	800	2	...	2	2	...	35,000	47,000	7,000	3	3	...	...
Columbus.....	3	1	700	3	1	2	...	2	7,000	13,000	16,000	2	2	3	2
Fond du Lac.....	19	1	3,800	17	12	15	17	2	50,000	98,700	22,000	19	4	7	19
Fort Howard.....	7	...	870	5	2	3	2	3	14,000	22,600	3,000	6	...	1	6
Grand Rapids.....	1	...	600	1	...	1	1	1	30,000	26,000	4,000	1	...	1	1
Green Bay.....	5	...	1,000	4	...	4	4	3	25,000	45,000	6,000	2	2	5	5
Hudson.....	3	...	540	3	...	3	3	3	8,000	12,000	3,000	2	...	2	2
Janesville.....	6	...	1,815	6	...	6	6	6	2,200	59,500	7,000	6	6	6	6
Kenosha.....	4	...	660	4	...	4	4	3	10,000	20,000	12,000	4	4	4	4
La Crosse.....	11	...	2,266	10	1	9	11	5	24,300	79,000	18,000	6	6	11	11
Madison.....	9	...	3,711	8	2	6	8	8	27,000	90,000	10,000	9	9	9	9
Menasha.....	5	...	444	4	...	4	3	4	5,000	7,500	2,500	5	5	5	5

*School-Houses, Sites, and Valuation.*

Menomonie .....	4	.....	750	8	.....	4	.....	1	12,000	15,000	6,800	4	4	4
Milwaukee .....	26	1	15,289	25	.....	26	26	24	52,000	440,500	202,800	25	26	26
Mineral Point .....	2	.....	900	2	.....	2	.....	.....	10,000	15,000	4,000	2	.....	2
Neeah .....	5	.....	800	5	.....	5	4	3	40,000	45,000	7,000	4	1	5
Oconto .....	5	1	1,000	5	.....	5	5	2	6,000	10,000	1,750	5	5	5
Oshkosh .....	9	.....	3,000	12	.....	12	9	5	50,000	100,000	30,000	8	9	9
Portage .....	5	.....	1,106	5	.....	5	5	4	10,000	27,500	6,350	5	4	5
Prairie du Chien .....	5	.....	700	5	2	3	4	7	15,000	20,000	1,500	4	4	4
Racine .....	9	.....	2,700	8	.....	8	8	3	15,000	55,000	23,000	8	8	8
Ripon .....	4	1	750	4	3	1	1	2	18,000	22,000	8,000	4	4	4
Sheboygan .....	6	.....	1,050	3	.....	3	3	3	7,000	12,000	3,000	3	5	6
Stevens Point .....	4	.....	830	4	.....	4	1	1	5,700	13,000	2,500	4	3	4
Watertown .....	5	.....	1,200	5	.....	5	5	3	10,000	22,000	12,000	5	5	5
Waupaca .....	1	.....	600	1	.....	1	1	1	10,000	10,000	10,000	1	1	1
Wausau .....	6	2	1,280	5	.....	5	.....	5	25,000	38,500	8,000	6	6	6
Totals .....	179	7	53,161	173	23	162	151	117	\$52,000	\$1,502,200	\$470,700	168	109	182
														164

*School Rooms, Apparatus, Libraries, Kindergartens.*

**TABLE No. XVII.**  
**SCHOOL ROOMS, APPARATUS, LIBRARIES, KINDERGARTENS.**

CITIES.	SCHOOL ROOMS AND APPARATUS.										LIBRARIES.				KINDERGARTENS.			
	Whole number of school rooms occupied.	No. sufficiently supplied with blackboards.	Whole number supplied with reading charts.	Whole number with a map of Wisconsin.	Whole number with a map of the United States.	Whole number supplied with illustrative charts in natural sciences.	Whole number supplied with a globe.	Whole number supplied with other apparatus.	Whole No. adequately supplied with apparatus.	Whole No. supplied with Webster's Unabridged Dic.	Cash value of all apparatus, including maps and globes.	Total number volumes added during the year.	Total amount expended for library books during the year.	Whole number volumes in all the libraries.	Cash value of all the libraries.	No. of Kindergartens in the city.	No. of teachers employed.	No. of pupils that have attended during year.
Appleton.....	31	30	8	6	10	1	6	2	1	28	\$1,200	...	...	...	...	...	...	...
Beaver Dam....	13	13	4	3	8	...	12	12	...	12	500	150	\$40	800	\$1,000	1	1	25
Beloit.....	10	10	4	2	3	2	4	2	...	8	275	50	60	450	500	...	...	...
Berlin.....	14	14	2	2	2	3	10	2	...	12	600	50	60	450	500	...	...	...
Columbus.....	8	8	2	4	2	2	4	2	...	6	400	...	...	60	175	...	...	...
Fond du Lac....	39	39	6	3	7	2	8	1	...	99	850	40	50	282	600	...	...	...
Fort Howard....	11	10	2	6	6	2	3	2	...	7	30	...	...	25	50	...	...	...
Grand Rapids..	6	8	2	5	4	1	5	...	...	4	135	...	...	24	75	...	...	...
Green Bay.....	15	15	3	4	6	2	8	3	...	15	900	...	...	...	...	...	...	...
Hudson.....	8	8	...	2	1	...	1	...	...	...	50	...	...	102	50	...	...	...
Janesville.....	32	32	33	33	33	1	23	33	...	33	650	...	...	102	...	...	...	...
Kenosha.....	14	14	6	14	10	1	2	1	1	14	600	12	12	312	412	1	1	6
La Crosse.....	34	34	10	7	8	1	34	...	...	31	1,500	119	135	210	500	...	2	65
Madison.....	27	27	27	27	27	1	27	27	27	27	1,500	...	...	...	...	...	...	...
Menasha.....	8	8	3	2	1	...	8	1	1	8	170	3	7	278	350	...	...	...
Menomonie.....	13	13	5	9	12	1	6	13	13	13	425	...	...	...	150	...	...	...



*Text-Books, Course of Study, and Teachers' Reports, Etc.*TABLE No. XVIII.  
TEXT-BOOKS, COURSE OF STUDY, AND TEACHERS' REPORTS AND MEETINGS.

CITIES.	TEXT BOOKS.				COURSE OF STUDY.						TEACHERS' REPORTS AND MEETINGS.			
	Has a list of text-books	Are these the only books used as regular text-books?	Are text-books purchased by the city?	Are they sold or loaned to pupils?	Has a course of study been adopted?	Into how many grades divided?	Through how many years extending?	Does any course include ancient languages?	Does it propose to fit pupils for college?	What per cent. finish the course of study?	Are reports required of teachers?	How often are these reports made?	Are teachers' meetings required?	How often are such meetings held?
Appleton.....	Yes....	Yes....	No..	Sold....	Yes..	10	10	Yes..	Yes..	33	Yes..	Yearly..	Yes..	Weekly
Beaver Dam.....	Yes....	No..	No..	No.....	Yes..	12	12	Yes..	Yes..	8	Yes..	Weekly	Yes..	Weekly
Beloit.....	Yes....	Yes..	No..	No.....	Yes..	14	14	Yes..	Yes..	...	Yes..	Monthly	Yes..	Semi-monthly.
Berlin.....	Yes....	Yes..	Yes..	Loaned..	Yes..	13	13	Yes..	Yes..	4	Yes..	Monthly	Yes..	Semi-monthly.
Columbia.....	Yes....	Yes..	No..	.....	Yes..	8	11	Yes..	Yes..	3	Yes..	Monthly	Yes..	Monthly.
Fond du Lac.....	Yes....	Yes..	No..	.....	Yes..	12	12	Yes..	Yes..	2½	Yes..	Monthly	Yes..	Semi-monthly.
Fort Howard.....	Yes....	Yes..	No..	.....	Yes..	11	11	No..	No..	10	Yes..	Monthly	Yes..	Monthly.
Grand Rapids.....	Yes....	Yes..	Yes..	Sold....	Yes..	12	13	Yes..	Yes..	10	Yes..	Monthly	Yes..	Semi-monthly.
Green Bay.....	Yes....	Yes..	No..	.....	Yes..	13	13	Yes..	Yes..	2	Yes..	Monthly	Yes..	Semi-monthly.
Hudson.....	Yes....	Yes..	No..	.....	Yes..	12	14	No..	No..	50	Yes..	Weekly	Yes..	Semi-monthly.
Janesville.....	Yes....	Yes..	No..	.....	Yes..	12	12	Yes..	Yes..	1	Yes..	Monthly	Yes..	Semi-monthly.
Kenosha.....	Yes....	No..	No..	.....	Yes..	10	13	Yes..	Yes..	1	Yes..	Monthly	Yes..	Semi-monthly.
LaCrosse.....	Yes....	No..	.....	.....	Yes..	11	11	Yes..	Yes..	2½	Yes..	Monthly	Yes..	Semi-monthly.
Madison.....	Yes....	No..	No..	.....	Yes..	12	12	Yes..	Yes..	25	Yes..	Weekly	Yes..	Weekly.
Menasha.....	Partial.	No..	No..	.....	Partial.	12	12	Yes..	Yes..	5	Yes..	Monthly	No..	.....
Menomonie.....	Yes....	Yes..	No..	.....	Yes..	4	12	Yes..	Yes..	...	Yes..	Monthly	Yes..	Semi-monthly.

*Text-Books, Course of Study, and Teachers' Reports, Etc.*

	Yes.	Yes.	Yes.	Loaned.	Yes.	9	12	Yes.	Yes.	8	Yes.	Monthly.	Yes.
Milwaukee .....	Yes....	Yes.	No.	Loaned.	Yes.	13	13	Yes.	Yes.	2	Yes.	Weekly.	Monthly.
Mineral Point ..	Yes....	Yes.	No.	Sold ....	Yes.	12	12	Yes.	Yes.	1	Yes.	Weekly.	Occasionally.
Neeenah .....	Yes....	Yes.	No.	Sold ....	Yes.	7	11	No.	No.	10	Yes.	Monthly.	Semi-monthly.
Oconto .....	Yes..	Yes.	No.	.....	Yes.	4	12	Yes.	No.	5	Yes.	Monthly.	Monthly.
Oshkosh .....	Yes..	Yes.	Yes.	Loaned.	Yes.	6	11	Yes.	No.	20	Yes.	Monthly.	Monthly.
Portage .....	Yes..	No.	Yes.	Loaned.	Yes.	6	10	No.	No.	20	Yes.	Monthly.	Monthly.
Prairie du Chien	Yes..	Yes.	No.	No. ....	Yes.	12	12	Yes.	No.	1	Yes.	Monthly.	Semi-monthly.
Racine .....	Yes..	No.	No.	.....	Yes.	6	12	No.	No.	1	Yes.	Monthly.	Semi-monthly.
Ripon .....	Yes..	Yes.	No.	.....	Yes.	8	8	Yes.	Yes.	10	Yes.	Monthly.	Monthly.
Sheboygan .....	Yes..	No.	No.	.....	Yes.	12	12	Yes.	Yes.	7	Yes.	Monthly.	Weekly.
Stevens Point ..	Yes..	Yes.	No.	.....	Yes.	10	10	Yes.	Yes.	7	Yes.	Monthly.	Semi-monthly.
Watertown .....	Yes..	Yes.	Yes.	Loaned.	Yes.	5	8	Yes.	Yes.	7	Yes.	Monthly.	Semi-monthly.
Wausau .....	Yes..	Yes.	No.	Sold ....	Yes.	12	12	Yes.	Yes.	7	Yes.	Monthly.	Weekly.
Waunakee .....	Partial.	Yes.	No.	.....	Yes.	9	11	2	Yes.	9	4	Monthly.	Weekly.
Averages .....						9	7	11	2				

*Private Schools Not Incorporated.*

SCHOOLS, TEACHERS, AND PUPILS.										FINANCIAL STATEMENT.						
CITIES.	No. of such schools in the city.	No. of male teachers engaged in such schools.	No. of female teachers engaged in such schools.	Whole number of teachers engaged in such schools.	Average number of days taught.	No. enrolled between age 7 and 15 years of age.	No. of pupils in them that have not attended public school.	Whole number of days attendance of different pupils.	Receipts.			Expenditures.				
									From tuition.	From donations.	From all other sources.	Total receipts.	For teachers' wages	For building and repairs.	For all other purposes.	Total expenditures.
Appleton.....	3	3	7	10	190	360	250	59,600	\$2,275	...	\$900	\$3,175	\$2,700	\$300	\$175	\$3,175
Beaver Dam.....	2	1	3	4	200	200	180	...	...	...	...	...	...	...	...	...
Beloit.....	2	3	3	3	200	...	...	...	...	...	...	...	...	...	...	...
Berlin.....	2	2	2	2	100	60	45	...	...	...	...	...	...	...	...	...
Columbus.....	2	1	1	2	100	40	15	...	300	...	...	300	...	...	...	...
Fond du Lac.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Fort Howard.....	1	1	1	1	90	7	7	...	...	...	...	...	...	...	...	...
Grand Rapids.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Green Bay.....	6	3	8	11	180	579	508	...	...	...	...	...	...	...	...	...
Hudson.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Janesville.....	3	1	6	7	212	265	245	...	820	\$75	140	1,035	625	115	480	1,170
Kenosha.....	4	2	2	2	...	...	500	...	...	...	...	...	...	...	...	...
La Crosse.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madison.....	3	6	10	16	180	...	...	...	...	...	...	...	...	...	...	...
Menasha.....	2	4	7	11	190	350	385	64,700	886	...	500	1,386	986	208	244	1,439

*Private Schools Not Incorporated.*

Memoranda	53	216	202	5,843	7,579	400	400	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800</
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*Financial Statistics — Receipts.*TABLE No. XX.  
FINANCIAL STATISTICS — RECEIPTS.

CITIES.	Money on hand, Aug. 31, 1881.	From taxes levied for building and repair- ing.	From taxes levied for teachers' wages.	From taxes levied for apparatus and li- braries.	From taxes levied at annual meeting.	From taxes levied by county supervisors.	From income of State school fund.	From all other sources.	Total amount received during the year.
Appleton .....	\$6,545 69	\$12,568 52	\$10,695 00	\$344 72	\$8,083 48	\$1,015 23	\$1,010 01	\$15,941 17	\$56,053 82
Beaver Dam....	2,240 85	.....	.....	.....	6,500 00	701 35	701 35	13 00	10,156 05
Beloit .....	7,181 75	.....	.....	.....	12,227 73	1,127 50	659 43	653 80	21,849 71
Berlin .....	1,901 25	.....	.....	.....	6,500 00	464 39	850 68	423 65	10,144 97
Columbus .....	763 62	6,120 00	2,600 00	100 00	1,200 00	274 31	287 66	300 60	11,645 59
Fond du Lac .....	2,678 53	.....	.....	.....	20,791 99	2,275 03	.....	6,378 79	82,124 34
Fort Howard .....	2,064 95	.....	.....	.....	5,180 00	486 00	451 00	.....	8,181 95
Grand Rapids .....	1,476 54	.....	.....	.....	2,646 00	125 45	193 99	675 19	5,117 17
Green Bay .....	4,264 73	200 00	.....	.....	9,500 00	954 93	386 29	18 00	15,333 95
Hudson .....	2,490 01	51 94	.....	.....	4,165 65	275 74	275 74	130 79	7,398 87
Janesville .....	15,928 14	.....	.....	.....	.....	2,283 75	.....	633 59	18,845 48
Kenosha .....	1,688 63	.....	.....	.....	9,500 00	1,500 00	814 65	43 33	18,546 61
La Crosse .....	12,697 03	.....	.....	.....	28,000 00	.....	886 29	163 00	41,246 37
Madison .....	8,376 00	.....	.....	.....	18,700 00	1,459 56	386 29	960 00	29,881 85
Manitowish .....	2,441 65	.....	.....	.....	8,600 00	600 00	478 50	92 00	7,312 15
Menomonee .....	2,612 58	.....	.....	.....	9,500 00	360 89	364 29	297 80	13,045 56
Milwaukee .....	92,103 46	.....	.....	.....	145,445 18	67,641 86	.....	1,637 04	308,830 54
Mineral Point .....	3,182 62	.....	.....	.....	4,000 00	459 59	459 59	86 15	8,137 95
Neenah .....	6,151 07	.....	.....	.....	6,606 20	700 00	1,047 16	1,827 18	16,331 61
Oconto .....	.....	3,500 00	3,660 00	.....	.....	.....	556 70	.....	7,716 70

*Financial Statistics — Receipts.*

Oshkosh .....	5,965 35	5,000 00	.....	.....	28,060 00	.....	2,487 31	589 29	41,991 95
Portage .....	12 27	.....	.....	.....	7,425 90	699 60	598 56	193 50	8,924 83
Prairie du Chien .....	1,854 28	.....	.....	.....	3,400 00	650 00	397 86	191 31	6,493 45
Racine .....	7,259 13	.....	.....	.....	23,000 00	2,432 00	2,892 48	748 04	35,831 65
Ripon .....	7,250 18	5,516 00	3,500 00	254 00	1,980 00	388 75	353 85	6,025 84	25,267 02
Sheboygan .....	6,489 27	.....	.....	.....	8,500 00	1,276 00	1,275 30	525 69	17,066 28
Stevens Point .....	1,367 39	.....	.....	.....	5,017 88	.....	386 29	664 46	7,356 02
Watertown .....	4,553 94	.....	.....	.....	9,748 60	1,445 45	.....	207 87	15,955 88
Waupaca .....	1,383 45	200 00	1,600 00	.....	.....	193 39	194 63	153 39	3,724 86
Wausau .....	2,901 73	.....	.....	.....	7,590 00	.....	.....	2,959 50	13,361 23
Totals .....	\$214,787 64	\$33,156 46	\$22,055 00	\$698 72	\$396,618 61	\$39,790 77	\$17,339 90	\$42,267 87	\$816,714 97

*Financial Statistics — Expenditures.*TABLE No. XXI.  
FINANCIAL STATISTICS — EXPENDITURES.

CITIES.	For building and re- pairing.	For apparatus and li- braries.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For furniture, registers, and records.	For all other purposes.	Total amount paid out during the year.	Money on hand, May 31, 1893.
Appleton.....	\$18,651 00	\$446 48	\$5,170 00	\$7,613 00	\$670 75	\$4,881 18	\$700 00	\$37,612 41	\$18,441 41
Beaver Dam.....	.....	.....	1,200 00	8,900 00	2,841 67	449 73	255 00	8,146 40	2,009 65
Beloit.....	.....	.....	1,500 00	8,167 50	4,400 00	.....	2,893 92	16,561 43	5,388 29
Berlin.....	950 00	95 00	1,375 00	8,150 00	.....	25 00	1,812 76	6,907 76	3,287 21
Columbus.....	5,120 00	25 00	1,500 00	1,757 50	.....	775 00	1,425 00	10,802 50	1,043 09
Fond du Lac.....	450 00	100 00	1,840 00	10,480 00	.....	340 60	7,088 64	20,293 64	11,830 70
Fort Howard.....	216 43	.....	720 00	2,998 75	.....	42 47	1,456 56	5,434 21	2,697 74
Grand Rapids.....	194 30	20 00	585 00	1,800 00	59 44	500 00	821 21	3,979 95	1,187 22
Green Bay.....	642 23	128 45	1,350 00	6,480 00	.....	509 21	1,968 51	10,078 40	4,345 55
Hudson.....	332 85	27 50	1,001 95	2,212 50	.....	574 05	456 41	4,605 26	2,793 61
Janesville.....	769 53	17 10	1,125 00	10,386 00	.....	1,207 68	2,311 68	15,816 97	3,023 51
Kenosha.....	.....	12 00	2,200 00	4,920 00	.....	.....	2,293 60	9,425 60	4,121 01
La Crosse.....	979 08	830 16	6,859 94	12,507 38	.....	11 85	8,091 10	23,779 49	17,466 88
Madison.....	711 81	122 67	4,125 00	12,461 80	.....	.....	6,257 59	23,678 87	6,202 98
Menasha.....	45 31	7 50	810 00	2,250 00	.....	58 48	5,565 40	8,736 69	3,475 46
Menomonee.....	445 32	.....	1,246 68	4,105 00	.....	255 03	1,023 68	7,075 69	5,969 87
Milwaukee.....	.....	1,298 21	48,104 74	96,209 50	.....	.....	28,087 77	173,700 22	133,130 32
Miral Point.....	218 46	.....	2,160 00	2,160 00	.....	.....	876 71	5,415 17	2,722 78
Neeah.....	360 46	47 20	1,200 00	4,975 00	6,285 00	.....	1,398 35	14,246 01	2,085 60

*Financial Statistics — Expenditures.*

Oconto .....	4,500 00	25 00	2,930 00	730 00	.....	115 00	375 00	8,675 00	.....
Oshkosh .....	630 85	.....	5,750 00	16,400 00	.....	164 00	5,310 33	28,254 68	13,737 27
Portage .....	650 00	.....	1,200 00	5,300 00	229 81	.....	2,133 47	9,513 28	.....
Pra du Chien .....	416 95	.....	750 00	2,500 00	.....	.....	655 35	4,322 30	2,171 15
Racine .....	1,932 48	.....	6,085 00	18,692 75	.....	144 10	6,110 66	33,014 99	2,816 66
Ripon .....	17,929 96	14 54	900 00	3,820 00	.....	129 76	2,401 12	25,195 38	72 24
Sheboygan .....	615 00	54 80	2,000 00	5,780 00	.....	585 00	1,814 39	10,349 19	6,217 07
Stevens Point .....	100 49	.....	1,450 45	3,212 04	237 07	419 10	391 65	5,810 80	1,545 22
Watertown .....	1,002 40	118 40	3,090 00	4,742 43	.....	123 30	1,434 14	10,510 67	5,445 19
Waupaca .....	230 37	25 00	80 00	1,848 00	.....	32 65	427 95	3,363 97	360 89
Wausau .....	5,501 45	246 66	944 44	4,337 71	.....	.....	1,174 55	12,204 81	1,156 42
Totals .....	\$63,546 21	\$3,161 67	\$109,973 18	\$265,896 86	\$14,203 74	\$10,822 57	\$86,007 50	\$553,611 73	\$264,649 99

*Teachers' Certificates, Normal School Teachers, Etc.*

**TABLE No. XXII.**  
**TEACHERS' CERTIFICATES, NORMAL SCHOOL TEACHERS, AND AVERAGE EXPERIENCE.**

CITIES.	CERTIFICATES GRANTED.										CERTIFICATES REFUSED.					NORMAL SCHOOL TEACHERS.		AVERAGE EXPERIENCE.						
	Male Teachers.					Female Teachers.					Male Teachers.		Female Teachers.			No. of graduates of Normal Schools.	No. attended Normal Schools.	Average time in yrs. male teachers re-main.	Average time in yrs. female teachers re-main.	Average experience in years of male teachers.	Average experience in years of female teachers.			
	1st Grade.		2d Grade.		3d Grade.		1st Grade.		2d Grade.		3d Grade.		1st Grade.		2d Grade.							3d Grade.		
	Totals.	Totals.	Totals.	Totals.	Totals.	Totals.	Totals.	Totals.	Totals.	Totals.	Totals.	Totals.	Totals.	Totals.	Totals.							Totals.	Totals.	
Appleton.....	4	6	...	...	...	4	22	32	...	...	...	...	...	1	6	5	8	10	8	...				
Beaver Dam.....	1	1	...	...	...	2	3	18	...	...	...	...	...	...	1	1	4	6	6	4				
Beloit.....	3	1	1	...	...	...	20	21	...	...	...	...	...	3	2	3	...	...	...	...				
Berlin.....	1	...	...	...	...	1	3	11	...	...	...	...	...	1	2	3	4	5	...	...				
Columbus.....	1	3	...	...	...	15	...	18	...	...	...	...	...	1	3	3	5	4	4	4				
Fond du Lac.....	...	2	...	...	...	2	10	39	...	...	...	...	...	1	3	4	5	21	6	6				
Fort Howard.....	1	1	...	...	...	1	14	16	...	5	...	...	...	...	1	3	4	24	3	7				
Grand Rapids.....	1	1	...	...	...	2	1	8	...	...	...	...	...	...	3	3	3	4	13	6				
Green Bay.....	...	...	...	...	...	...	8	8	...	...	...	...	...	...	2	3	6	...	...	...				
Hudson.....	1	...	...	...	...	...	8	3	...	...	...	...	...	...	2	...	...	...	...	...				
Janesville.....	2	...	...	...	...	1	4	5	...	...	...	...	...	1	...	7	5	48	6	5				
Kenosha.....	2	1	1	...	...	...	13	14	...	...	...	...	...	5	3	1	6	10	5	4				
La Crosse.....	...	2	4	...	...	2	36	45	...	...	...	...	...	6	15	7	5	6	6	5				
Madison.....	6	...	3	...	...	...	27	30	...	...	...	...	...	1	8	3	2	6	4	4				



*Text-Books.*TABLE No. XXIII.  
TEXT-BOOKS.

CITIES.	Spelling.	Reading.	Mental Arithmetic.	Written Arithmetic.	Grammar.	Geography.
Appleton .....	.....	Harvey .....	.....	White .....	Harvey .....	Eclectic.
Beaver Dam .....	Sw. & Patterson.	Harvey .....	White .....	White & Robs'n.	Swint. & Harvey.	Eclectic.
Beloit .....	Swinton .....	Am. Ed. Series.	Robinson .....	Robinson .....	Green & Clark.	Harper.
Berlin .....	Swinton .....	Appleton .....	Olney .....	Olney .....	Reed & Kellogg.	Harper.
Columbus .....	Patterson .....	Sheldon & Co.	Robinson .....	Robinson .....	Swinton .....	Monteith.
Fond du Lac .....	Independent ..	Independent ..	White .....	White .....	Harvey .....	Guyot.
Fort Howard .....	Sanders .....	Am. Ed. Series.	Robinson .....	Robinson ..	Kerl .....	Swinton.
Grand Rapids .....	Swinton .....	Appleton .....	Olney .....	Olney .....	Harvey .....	Harper.
Green Bay .....	Am. & Patterson	Am. Ed. Series.	.....	Robinson ..	Whitney .....	Harper & Swint.
Hudson .....	Swinton .....	Appleton .....	Davies .....	Davies .....	Swinton .....	Swinton.
Janesville .....	Patterson .....	Union .....	Davies .....	Olney .....	Swint. & Green.	Warren.
Kenosha .....	Harvey .....	Harvey .....	White .....	White .....	Harvey .....	Eclectic.
La Crosse .....	Harvey .....	Harvey .....	Robs'n & Stodd.	White .....	R'd & Kell, & H.	Eclectic.
Madison .....	Mon. & Patters'n	Independent ..	Robinson ..	Robinson ..	Swinton .....	Eclectic.
Menasha .....	Harvey .....	Harvey .....	Olney .....	Olney .....	Swinton .....	Eclectic.
Menomonie .....	Swinton .....	Sand's & Edw'ds	.....	Robinson ..	Swinton .....	Swinton.
Milwaukee .....	Swinton .....	Harvey .....	.....	Ray .....	Green .....	Eclectic.
Mineral Point .....	Swinton .....	Appleton .....	White .....	White .....	Harvey & Swint	Cornell.
Neenah .....	Swinton .....	Appleton .....	Olney .....	Olney .....	Swinton .....	Swinton.
Oconto .....	Patterson .....	Appleton .....	Harper .....	Olney .....	Swinton .....	Harper.
Oshkosh .....	Swinton .....	Sanders .....	.....	Olney .....	Swinton .....	Eclectic.
Portage .....	Swinton .....	Harvey .....	Robinson ..	White .....	Harvey .....	Eclectic.
Prairie du Chien .....	National .....	Appleton .....	.....	Robinson ..	Kerl & Swinton.	Swinton.
Racine .....	Swinton .....	Appleton .....	Fish .....	Fish .....	Swint. & Harper.	Swint. & Harper.
Ripon .....	Sw. & Patterson.	Appleton .....	Olney .....	Olney .....	Reed & Kellogg.	Harper.
Sheboygan .....	Swinton .....	Independent ..	Olney .....	Olney .....	Sw. Reed & K.	Swint. & Harper.
Stevens Point .....	Harrington' .....	Harv. & Applet'n	.....	Fish .....	Harvey .....	Harper.
Watertown .....	Pats'n & De Wolf	App. & Am. Ed.	Robs'n & Stodd.	Ray, K. & B.	Sw. & Whitney.	Col., Har., & Cor.
Waupaca .....	Sanders .....	Appleton .....	Robinson ..	Robinson ..	Swinton .....	Harper.
Wausau .....	Harvey .....	Harvey .....	Fish .....	Fish .....	Harvey .....	Harper.

*Text-Books.*

TABLE No. XXIII.—TEXT-BOOKS — continued.

CITIES.	United States History.	Physiology.	Algebra.	Geometry.	Latin Grammar and Reader.	Natural Philosophy.
Appleton .....	Barnes .....	Cutter .....	Loomis & Robt'n.	Robinson .....	.....	Norton.
Beaver Dam .....	Venable .....	Hutchinson .....	Olney .....	Olney .....	Eclectic .....	Norton.
Beloit .....	Anderson .....	Huxley & You'an .....	Robinson .....	R. Robinson .....	.....	Cooley.
Berlin .....	Swinton .....	Hooker .....	Olney .....	Olney .....	Harkness .....	Cooley.
Columbus .....	Barnes .....	Hutchinson .....	Robinson .....	Robinson .....	Allen & Green'gh.	Steele.
Fond du Lac .....	Ridpath .....	Hutchinson .....	Olney .....	Olney .....	Allen & Green'gh.	Norton.
Fort Howard .....	Swinton .....	Dana .....	Robinson .....	Evans .....	.....	Hooker.
Grand Rapids .....	Anderson .....	Steele .....	Olney .....	Olney .....	Harkness .....	Steele.
Green Bay .....	Barnes .....	Huxley .....	Robinson .....	Robinson .....	Allen & Green'gh.	Avery.
Hudson .....	Barnes .....	Cutter .....	Davis .....	Loomis .....	.....	Norton.
Janesville .....	Swinton .....	Cutter .....	Olney .....	Robinson .....	Andrews .....	Steele.
Kenosha .....	Venable .....	Brown .....	Schuyler .....	Schuyler .....	Harkness .....	Norton.
La Crosse .....	Barnes .....	Hutchinson .....	Peck .....	Loomis .....	Harkness .....	Norton.
Madison .....	Barnes .....	Dalton .....	Robinson .....	Loomis .....	Allen .....	Norton.
Menasha .....	Barnes .....	Brown .....	Olney .....	Olney .....	Harkness .....	Steele.
Menomonee .....	Swinton .....	Steele .....	Robinson .....	Wentworth .....	Harkness .....	Steele.
Milwaukee .....	Barnes .....	Cutter .....	Loomis .....	Loomis .....	Allen & Green'gh.	Avery.
Mineral Point .....	Lossing .....	Huxley .....	Robinson .....	Robinson .....	Harkness .....	Norton.
Neenah .....	Swinton .....	Dalton .....	Robinson .....	Robinson .....	Harkness .....	Wells.
Oconto .....	Lossing .....	Steele .....	Olney .....	Olney .....	.....	Avery.
Oshkosh .....	Lossing .....	Hitchcock .....	Olney .....	Olney .....	Bartholomew .....	Norton.
Portage .....	Venable .....	Brown .....	Robinson .....	Robinson .....	Harkness .....	Norton.
Prairie du Chien .....	Barnes .....	Brown .....	Robinson .....	.....	.....	.....
Racine .....	Barnes .....	Hutchinson .....	Loomis .....	Peck .....	Harkness .....	Avery.
Ripon .....	Anderson .....	Cutter .....	Olney .....	Brooks .....	.....	.....
Sheboygan .....	Swinton .....	Hutchinson .....	Olney .....	Olney .....	Harkness .....	Steele.
Stevens Point .....	Barnes .....	Steele .....	Robinson .....	Loomis .....	Allen & Green'gh.	Avery.
Watertown .....	Sw. & Quack'bo.	Appleton's S. Pr.	Robinson .....	Loomis & Davies	Smith & Arnold .....	Appleton's S. Pr.
Waupaca .....	Barnes .....	Steele .....	Robinson .....	Robinson .....	Whitney .....	Steele.
Wausau .....	Barnes .....	Hutchinson .....	Robinson .....	Wentworth .....	Harkness .....	Avery.

## Statistics of High Schools Aided by the State.

TABLE No. XXIV.  
STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE.

LOCATION.	NAME OF PRINCIPAL.	Year when the school was established as a free high school.	No. of male teachers.	No. of female teachers.	No. of male pupils not over twenty years of age.	No. of female pupils not over twenty years of age.	Whole number not over twenty years.	No registered over twenty years of age.	Whole number of pupils registered.	Average daily attendance.	No. of days of high school.	No. of pupils in common branches only.	No. of pupils in algebra or geometry.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Almond.....	Cora L. Gurnsey....	1878	...	1	15	9	24	3	26	31	80	21	4
Appleton.....	R. H. Schmidt.....	1876	3	2	62	77	139	4	143	96	174	60	43
Avoca.....	R. J. Porter.....	1876	1	...	29	28	57	1	58	41	179	40	6
Bay View.....	Lewis Funk.....	1882	1	1	28	41	69	...	69	60	180	25	23
Beaver Dam.....	C. B. Gilbert.....	1875	1	2	40	62	103	2	104	76	200	20	50
Beloit.....	W. H. Beach.....	1868	1	3	41	80	121	6	127	91	200	10	80
Berlin.....	C. M. Gates.....	1878	1	2	46	57	103	...	103	93	180	45	26
Black River Falls..	Frank Winters....	1877	1	1	15	37	52	2	54	30	165	32	20
Bloomer.....	David Kirk.....	1890	1	...	14	19	33	...	33	21	155	31	3
Boscobel.....	S. R. Willoughby..	1875	1	1	21	40	61	...	61	50	175	25	36
Brandon.....	Kirk Spoor.....	1877	1	1	20	32	52	...	52	37	180	27	38
Burlington.....	E. R. Smith.....	1877	1	1	39	49	88	1	89	57	200	50	88
Chilton.....	J. E. Luce.....	1875	2	...	20	28	43	2	48	31	200	41	7
Chippewa Falls.....	C. A. Burlew.....	1877	1	1	15	37	52	2	54	30	165	32	20

### Statistics of High Schools Aided by the State.

Clinton	1880	1	8	14	29	43	43	25	180	15	13
S. B. Lewis	1876	2	...	35	57	92	8	72	190	70	23
G. E. Culver	1876	1	1	26	62	88	8	91	186	17	23
Dwight Kinney	1876	1	1	41	57	98	1	99	180	16	38
E. Dewey	1877	1	1	18	34	47	1	48	180	18	15
J. F. Fuller	1879	1	1	21	39	50	8	53	180	13	15
John W. Livingston	1881	1	1	13	23	36	1	37	178	24	20
Dodgeville	1877	1	...	13	23	36	1	37	168	37	...
Vesper Morgan	1877	1	...	13	23	36	1	37	168	37	...
Howard L. Smith	1876	1	1	37	35	75	...	75	40	175	14
Elkhorn	1876	1	1	20	26	46	...	46	163	43	8
H. M. Johnston	1876	1	1	20	38	58	5	63	180	15	26
C. W. Merriman	1876	1	1	20	38	58	5	63	180	15	26
Fennimore	1881	1	...	13	13	26	1	27	163	17	9
Clyde R. Showalter	1876	1	...	32	64	96	...	96	200	...	85
C. A. Hutchins	1876	1	8	54	75	129	3	132	170	60	...
J. Q. Emery	1877	1	2	54	75	129	3	132	170	60	...
Ft. Atkinson	1877	1	2	54	75	129	3	132	170	60	...
Fox Lake	...	1	...	20	31	51	4	55	167	43	12
Geneva	1877	1	1	28	48	76	...	76	180	35	14
E. O. Fiske	1877	1	1	28	48	76	...	76	180	35	14
F. W. Cooley	1877	1	1	20	35	55	1	56	160	25	10
Grand Rapids	1879	1	1	20	35	55	1	56	160	25	10
Green Bay	1879	1	1	20	35	55	1	56	160	25	10
Hazel Green	1878	1	2	13	27	40	...	40	181	...	11
Frank Moore	1876	1	...	19	26	45	...	45	173	13	32
Hillsborough	1876	1	...	18	26	45	...	45	160	23	10
A. E. Smith	1876	1	...	18	25	38	3	41	15	...	...
L. H. Clark	1877	1	1	47	40	87	1	88	56	200	11
L. B. Squier	1881	1	1	20	28	48	1	49	33	168	38
Humbird	1881	1	...	38	98	136	1	137	180	...	54
R. W. Burton	1878	1	5	38	98	136	1	137	180	...	54
Janesville	1878	1	5	38	98	136	1	137	180	...	54
Jefferson	...	1	1	30	40	70	...	70	200	50	22
Amos Squire	...	1	1	30	40	70	...	70	200	50	22
Cephas Leach	1876	2	1	22	41	63	...	63	190	45	20
Kenosha	1876	2	1	22	41	63	...	63	190	45	20
J. T. Scollard	1875	1	...	25	10	35	...	35	171	25	10
Kewaunee	1875	3	2	48	72	120	5	125	178	...	99
La Crosse	1877	3	2	48	72	120	5	125	178	...	99
Lake Mills	1876	1	1	16	23	39	2	41	23	...	8
H. D. Kinney	1876	1	1	16	23	39	2	41	23	...	8
R. L. Reed	1875	1	1	32	50	82	...	82	146	57	23
Lancaster	1875	1	1	32	50	82	...	82	146	57	23
J. E. Hoyt	1875	1	1	32	50	82	...	82	168	56	42
Lodi	1875	1	1	32	50	82	...	82	168	56	42
Samuel Shaw	1876	5	6	80	150	230	1	231	185	91	86
Madison	1876	5	6	80	150	230	1	231	185	91	86
H. J. Evans	1876	1	1	35	45	80	4	84	180	...	...
J. M. Turner	1877	1	...	40	37	77	...	77	178	...	...
Mayville	1877	1	...	40	37	77	...	77	178	...	...
W. A. Corson	1876	1	1	20	40	60	3	62	38	55	18
Mazomanie	1876	1	1	20	40	60	3	62	38	55	18
Merrill	1881	1	1	20	27	47	...	47	120	24	11
M. C. Porter	1881	1	1	20	27	47	...	47	120	24	11
B. W. Gillett	1878	1	1	12	24	36	...	36	181	18	18
Middleton	1878	1	1	12	24	36	...	36	181	18	18
Mineral Point	1875	2	1	27	39	66	3	68	180	5	23
J. H. Terry	1875	2	1	27	39	66	3	68	180	5	23

*Statistics of High Schools Aided by the State.*

TABLE No. XXIV.—STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE—continued.

LOCATION.	NAME OF PRINCIPAL.	Year when the school was established as a free high school.	No. of male teachers.	No. of female teachers.	No. of male pupils not over twenty years of age.	No. of female pupils not over twenty years of age.	Whole number not over twenty years.	No. registered over twenty years of age.	Whole number of pupils registered.	Average daily attendance.	No. of days of high school.	No. of pupils in common branches only.	No. of pupils in algebra or geometry.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Monroe .....	N. C. Twining.....	1866	2	1	64	62	146	.....	146	92	170	30	45
Montello .....	E. J. Wiswall.....	1877	1	.....	20	21	41	.....	41	25	180	33	8
Mount Hope.....	W. B. Phillips....	1877	2	.....	29	27	56	7	63	56	145	42	7
Muscoda .....	H. W. Glasier....	1879	1	.....	32	22	54	2	56	38	163	49	3
Necedah .....	J. H. Boyle.....	1877	1	1	36	40	76	.....	76	40	160	53	19
Neillsville.....	H. W. Deming....	1874	1	.....	11	25	36	2	39	25	171	28	6
New Lisbon.....	Geo. F. Foster....	1876	1	1	17	37	54	.....	54	35	190	30	8
Oconto .....	J. H. Gould.....	1880	1	.....	16	32	48	2	50	30	169	26	11
Ontonagon.....	H. W. Rood.....	1876	1	1	45	58	103	.....	103	64	160	54	37
Oregon .....	F. H. York.....	1879	1	1	18	29	47	5	52	41	130	35	7
Oshkosh .....	E. Barton Wood...	1877	1	4	38	53	91	.....	91	68	196	.....	76
Pepin .....	C. H. Keyes.....	1875	1	.....	23	24	46	2	48	33	168	.....	41
Pewaukee .....	A. W. North.....	1876	1	.....	16	10	26	.....	26	23	100	.....	7
Plymouth .....	W. J. Brier.....	1877	1	.....	33	29	62	5	67	39	154	13	32
Portage .....	W. G. Clough....	1877	1	1	65	74	189	5	144	87	166	31	44
Port Andrew .....	W. H. Morrison....	1876	1	1	28	18	46	.....	46	30	140	42	3

*Statistics of High Schools Aided by the State.*

	1883	1	6	23	29	1	30	25	79	27	3
Potosi.....	1883	1	...	36	105	2	107	93	200	...	81
Racine.....	1878	1	3	69	105	8	87	47	173	6	81
Reedsburg.....	1890	1	1	59	84	8	70	41	180	40	48
Richland Center.....	1875	1	1	42	57	13	70	41	180	5	8
Ripon.....	1877	1	1	29	41	2	43	29	180	25	38
Sauk City.....	1877	1	...	35	63	...	62	33	179	14	10
Sextonville.....	1878	1	...	21	42	3	45	29	137	20	17
Sharon.....	1881	1	1	25	54	1	55	44	180	18	19
Shawano.....	1880	1	...	33	41	1	42	23	165	13	10
Sheboygan Falls.....	1880	1	...	25	49	...	49	37	178	22	18
Shullsburg.....	1877	1	1	30	45	...	45	42	200	16	12
Sparta.....	1876	2	1	70	109	2	111	74	175	...	44
Spring Green.....	...	1	...	43	78	1	74	33	180	67	6
Stevens Point.....	1878	1	1	47	77	...	77	43	180	13	27
Stockbridge.....	1875	1	1	19	55	8	58	38	120	58	9
Stoughton.....	1876	1	...	36	67	2	69	23	178	12	12
Sturgeon Bay.....	1878	1	1	42	78	3	81	39	180	61	8
Tomah.....	1870	1	1	26	59	8	62	41	172	12	20
Two Rivers.....	1877	1	...	26	53	...	50	39	180	28	14
Unity.....	...	1	...	62	129	...	129	69	146	113	8
Viroqua.....	1880	1	1	25	40	4	44	34	165	22	21
Walworth.....	1875	1	...	18	32	13	35	27	120	12	8
Watertown.....	1876	2	1	34	87	2	89	53	178	...	27
Waupaca.....	1876	1	2	41	77	1	78	62	176	47	30
Waupun, Dodge Co.....	1877	1	...	25	37	...	37	18	180	32	5
Waupun, F. du L. Co.....	1878	1	...	27	38	...	38	30	177	23	5
Wauwatosa.....	1877	1	1	32	51	...	51	38	167	12	18
Wauzeka.....	1882	...	...	...	...	...	...	23	163	45	6
West De Pere.....	1878	1	...	26	28	...	28	26	180	2	8
Westfield.....	1882	1	1	27	50	2	52	39	170	14	5
West Salem.....	1875	1	...	26	42	2	44	25	165	4	17
Wonevoc.....	1876	1	1	20	37	...	37	35	180	15	14
Totals and average.....	...	112	88	3,729	6,360	168	6,538	Av 46	16,543	2,769	2,167

## Statistics of High Schools Aided by the State.

TABLE No. XXIV.—STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE—continued.

Location.	15	16	17	18	19	20	21	22	23	24	25	26	27
	No. of pupils in natural sciences, including physical geography and physiology.	No. of pupils in modern languages.	No. of pupils in ancient languages.	Average age of pupils on entering the high school.	Average age of pupils at leaving the high school.	No. of male graduates past year.	No. of female graduates past year.	Total number of male graduates.	Total number of female graduates.	Salary paid to principal.	Whole amount paid for instruction.	Amount received for tuition.	Amount of aid received from the State.
1													
Almond.....	2	72	80	14	17	5	1	20	15	\$140	\$140	\$6	\$43
Appleton.....	60	4	14	14	18	...	4	...	15	1,400	8,885	189	306
Avoca.....	18	60	13	14	17	...	...	...	7	680	680	128	198
Bay View.....	44	...	...	16	17	2	1	5	13	1,200	1,680	55	306
Beaver Dam.....	55	2	30	16	18	2	2	14	33	1,200	1,940	13	306
Beloit.....	67	35	85	14	18	5	21	44	121	1,500	3,200	630	306
Berlin.....	70	...	18	13	17	1	10	45	84	990	1,665	145	306
Black River Falls.....	20	40	...	15	17	2	...	...	2	1,063	1,270	60	306
Bloomer.....	7	...	...	15	18	1	...	1	...	512	512	15	147
Bocebel.....	36	57	4	15	19	1	5	5	13	950	1,330	56	306
Brandon.....	16	...	...	13	16	4	...	7	10	800	800	195	243
Burlington.....	36	...	...	14	18	...	...	6	29	1,000	1,875	...	306
Chilton.....	7	47	1	14	16	...	...	5	4	800	1,025	283	272
Chippewa Falls.....	20	40	...	15	17	2	...	...	...	1,062	1,270	60	306
Clinton.....	15	15	10	13	18	...	3	...	3	700	700	21	214
Columbus.....	15	3	2	15	18	...	2	20	26	1,000	1,500	275	306

*Statistics of High Schools Aided by the State.*

Darlington.....	62	25	16	15	17	4	4	14	29	1,150	1,550	215	306
Delavan.....	60	.....	10	14	18	1	8	19	48	1,100	1,480	69	306
Depere.....	29	.....	8	18	18	.....	8	.....	3	900	1,115	29	306
Dodgeville.....	27	.....	8	15	18	2	1	2	1	900	1,215	150	306
Durand.....	.....	.....	.....	14	17	.....	.....	.....	.....	652	688	25	186
Elkhorn.....	40	.....	15	14	18	.....	.....	.....	.....	900	1,260	193	306
Elroy.....	13	.....	.....	14	18	.....	.....	.....	.....	850	1,080	60	290
Evansville.....	24	8	35	15	19	4	1	16	14	1,000	1,360	273	306
Fennimore.....	8	.....	.....	14	18	.....	.....	.....	.....	543	.....	8	166
Fond du Lac.....	89	.....	23	15	19	2	7	58	134	1,200	3,050	.....	306
Fort Atkinson.....	72	6	30	14	18	3	4	34	56	1,600	2,433	363	306
Fox Lake.....	8	36	.....	14	19	.....	1	.....	.....	700	700	.....	214
Geneva.....	21	.....	10	15	18	3	.....	4	1	800	1,205	46	306
Grand Rapids.....	21	.....	.....	14	18	.....	6	8	8	585	700	109	214
Green Bay.....	31	3	30	14	18	.....	.....	7	29	1,500	2,295	.....	306
Hazel Green.....	15	.....	.....	14	18	2	.....	7	16	540	540	1,100	306
Hillsborough.....	12	13	.....	14	18	.....	.....	.....	.....	480	480	33	147
Horicon.....	18	4	.....	13	17	1	2	2	13	900	1,300	240	306
Humbird.....	9	.....	.....	12	.....	.....	.....	.....	.....	540	.....	.....	154
Janesville.....	65	.....	110	15	18	7	16	37	118	500	2,035	185	306
Jefferson.....	22	.....	.....	15	19	.....	.....	2	1	800	1,100	25	263
Kenosha.....	25	.....	5	14	19	.....	5	.....	5	1,200	2,250	20	306
Kewaunee.....	10	85	.....	14	16	4	.....	5	4	700	700	35	193
La Crosse.....	125	27	57	14	19	2	7	11	26	1,300	4,950	66	306
Lake Mills.....	9	.....	.....	14	18	.....	.....	8	10	750	800	115	245
Lancaster.....	16	.....	3	14	18	.....	.....	18	27	800	1,110	20	306
Lodi.....	46	.....	27	14	18	5	5	27	26	700	997	403	394
Madison.....	214	76	115	14	18	6	13	49	75	2,000	5,680	11	306
Mauston.....	.....	.....	.....	14	18	2	3	14	11	750	1,082	73	306
Mayville.....	22	67	.....	13	15	.....	.....	.....	.....	900	1,000	38	278
Mazomanie.....	46	12	11	13	17	.....	.....	.....	.....	1,000	2,640	154	306
Merrill.....	23	11	7	13	17	.....	.....	.....	.....	800	1,000	.....	306
Middleton.....	16	14	.....	16	18	3	.....	8	.....	420	.....	37	138
Mineral Point.....	53	7	8	15	19	.....	6	5	16	1,300	1,650	.....	306
Monroe.....	45	8	25	14	16	2	4	20	25	1,100	2,000	160	306
Montello.....	8	8	.....	15	18	4	4	8	8	675	675	6	306

*Statistics of High Schools Aided by the State.*

TABLE NO. XXIV.—STATISTICS OF HIGH SCHOOLS AIDED BY THE STATE — continued.

Location.	15	16	17	18	19	20	21	22	23	24	25	26	27
	No. of pupils in natural sciences, including physical geography and physiology.	No. of pupils in modern languages.	No. of pupils in ancient languages.	Average age of pupils on entering the high school.	Average age of pupils at leaving the high school.	No. of male graduates past year.	No. of female graduates past year.	Total number of male graduates.	Total number of female graduates.	Salary paid to principal.	Whole amount paid for instruction.	Amount received for tuition.	Amount of aid received from the State.
1													
Mount Hope .....	14	.....	.....	16	.....	.....	.....	.....	.....	\$475	\$588	\$180	\$128
Muscoda .....	5	.....	.....	12	.....	.....	.....	1	1	600	1,120	60	185
Necedah .....	22	7	.....	14	16	.....	4	1	9	800	1,120	.....	306
Neillsville .....	8	.....	.....	15	19	.....	.....	4	4	900	900	186	275
New Lisbon .....	25	16	2	14	17	.....	3	1	18	750	1,020	87	306
Oconto .....	24	.....	.....	15	20	.....	.....	1	.....	1,000	1,000	.....	306
Omro .....	45	.....	8	12	18	3	1	8	81	600	856	.....	237
Oregon .....	13	.....	5	15	19	4	5	13	10	433	553	95	169
Oshkosh .....	48	.....	35	16	20	4	4	44	101	1,750	3,510	24	306
Pepin .....	38	.....	.....	15	18	3	.....	3	.....	675	630	60	186
Pewaukee .....	25	.....	.....	14	17	.....	.....	.....	.....	450	450	.....	138
Plymouth .....	54	.....	.....	16	18	4	1	22	2	800	800	30	275
Portage .....	113	22	16	14	18	5	15	23	88	1,200	1,750	74	306
Port Andrew .....	5	36	.....	12	18	.....	.....	.....	.....	829	442	15	145
Potosi .....	10	30	.....	16	20	.....	8	.....	3	240	240	24	74
Racine .....	107	14	58	15	19	3	10	45	136	1,500	3,127	485	306

## Statistics of High Schools Aided by the State.

	31	9	8	15	20	5	5	5	1,000	1,240	125	306
Reedsburg.....	20	.....	.....	16	20	.....	.....	.....	750	975	159	306
Richland Center.....	9	.....	.....	15	17	.....	.....	.....	900	1,805	79	306
Ripon.....	13	40	.....	18	16	.....	.....	.....	800	800	67	245
Sauk City.....	23	8	.....	16	20	.....	.....	.....	455	455	127	140
Sextonville.....	25	.....	.....	16	.....	.....	.....	.....	630	680	21	203
Sharon.....	19	.....	.....	14	18	.....	.....	.....	850	779	.....	260
Shawano.....	19	.....	23	14	18	.....	.....	.....	1,250	800	.....	306
Sheboygan Falls.....	4	.....	5	14	18	.....	.....	.....	1,200	1,200	38	306
Shullsburg.....	72	.....	.....	14	18	.....	.....	.....	1,200	1,950	.....	306
Sparta.....	.....	21	20	14	18	.....	.....	.....	1,200	1,950	.....	306
Spring Green.....	48	20	.....	15	.....	.....	.....	.....	1,200	1,950	.....	306
Stevens Point.....	.....	7	12	14	17	.....	.....	.....	1,200	1,560	.....	306
Stockbridge.....	9	58	.....	15	.....	.....	.....	.....	360	360	59	110
Stoughton.....	34	.....	4	12	15	.....	.....	.....	800	980	50	300
Sturgeon Bay.....	20	3	.....	13	16	.....	.....	.....	630	945	71	289
Tomah.....	31	24	13	14	18	.....	.....	.....	1,000	1,360	202	303
Two Rivers.....	10	.....	.....	14	17	.....	.....	.....	1,100	1,100	.....	303
Unity.....	14	.....	.....	12	.....	.....	.....	.....	548	945	.....	289
Viroqua.....	15	.....	18	14	16	.....	.....	.....	800	800	30	245
Walworth.....	20	10	1	16	.....	.....	.....	.....	600	309	186	94
Watertown.....	87	72	14	13	17	.....	.....	.....	1,600	1,965	75	306
Waupaca.....	20	70	7	15	19	.....	.....	.....	800	1,328	153	306
Waupun, Dodge Co.....	5	.....	.....	14	17	.....	.....	.....	675	675	31	207
Waupun, F. du L. Co.....	4	34	.....	15	17	.....	.....	.....	570	570	5	174
Wauwatosa.....	28	.....	.....	14	17	.....	.....	.....	800	985	297	304
Wauseka.....	4	.....	.....	.....	.....	.....	.....	.....	815	815	.....	92
West De Pere.....	18	.....	.....	14	16	.....	.....	.....	1,000	1,000	17	306
Westfield.....	5	38	.....	14	.....	.....	.....	.....	222	222	35	67
West Salem.....	40	.....	6	14	18	.....	.....	.....	630	630	159	193
Wonegon.....	14	.....	.....	14	18	.....	.....	.....	800	1,025	47	306
Totals and averages.....	3,008	1,278	962	Av. 14	Av. 18	192	285	816	\$83,068	\$122,264	\$10,387	\$25,000

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## Statistics of High Schools Not Aided by the State.

TABLE No. XXV.  
STATISTICS OF HIGH SCHOOLS NOT AIDED BY THE STATE.

LOCATION.	NAME OF PRINCIPAL.	Year when the school was established as a high school.	No. of male teachers.	No. of female teachers.	No. of male pupils not over 20 years of age.	No. of female pupils not over 20 years of age.	Whole number not over 20 years.	No. registered over 20 years of age.	Whole number of pupils registered.	Average daily attendance.	No. of days of high school.	No. of pupils in common branches only.	No. of pupils in algebra or geometry.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Angusta.....	T. E. Williams .....	1870	1	...	10	24	84	1	35	81	160	14	20
Baraboo.....	W. A. Willis .....	1877	1	1	42	35	77	3	80	39	180	9	38
Brodhead.....	O. N. Wagley .....	1877	1	1	33	34	67	6	73	38	175	27	45
Eau Claire, east side.....	H. C. Howland .....	1870	1	1	35	33	67	2	69	43	180	27	17
Eau Claire, west side.....	J. K. McGregor.....	1876	1	1	31	31	62	4	66	85	160	16	34
Fort Howard.....	Werden Reynolds .....	1878	1	1	10	16	26	...	26	25	200	...	16
Glenbeulah.....	A. W. Burton.....	1878	1	...	22	32	54	...	54	37	180	42	12
Hudson.....	H. A. Terrill .....	1886	1	...	9	7	16	5	21	19	177	16	3
Kilbourn City.....	R. B. Dudgeon .....	1874	1	1	...	...	...	...	...	36	180	38	19
Lone Rock.....	T. B. Hartley.....	1875	1	1	40	41	81	4	85	54	164	32	34
Manitowoc.....	A. Wood.....	1875	1	...	18	15	33	...	33	20	121	31	2
Marquette.....	J. M. Rait.....	1873	1	2	36	45	81	1	82	62	180	10	60
Menasha.....	Edwin Auerswald .....	1877	2	...	8	14	22	...	22	18	200	...	22
	E. A. Williams .....	...	1	1	19	36	55	...	55	39	179	33	10

*Statistics of High Schools Not Aided by the State.*

	1877	1	2	29	52	81	6	87	74	180	24	46
Menomonie .....	.....	1	2	29	52	81	6	87	74	180	24	46
Milwaukee .....	.....	7	3	146	147	298	3	296	247	200	14	77
Neenah .....	.....	1	2	23	57	79	7	86	69	178	80	24
New Richmond .....	.....	1	.....	23	36	59	7	66	25	164	50	7
Port Washington .....	.....	1	.....	21	15	36	3	89	81	137	32	5
Prescott .....	.....	2	.....	27	27	54	1	55	34	174	11	18
Sheboygan .....	.....	1	1	39	39	78	.....	78	54	200	17	41
Waukesha .....	.....	1	2	38	55	93	.....	93	74	171	42	14
Wausau .....	.....	1	1	28	44	72	1	73	32	163	32	20
Totals and av.....	.....	31	21	686	834	1,520	54	1,574	av. 49	4,063	547	584

*Statistics of High Schools Not Aided by the State.*

TABLE No. XXV.—STATISTICS OF HIGH SCHOOLS NOT AIDED BY THE STATE.—continued.

LOCATION.	15	16	17	18	19	20	21	22	23	24	25	26
	No. of pupils in natural sciences, including physical geography and physiology.	No. of pupils in modern languages.	No. of pupils in ancient languages.	Average age of pupils on entering the high school.	Average age of pupils at leaving high school.	No. of male graduates past year.	No. of female graduates past year.	Total number of male graduates.	Total number of female graduates.	Salary paid to principal.	Whole amount paid for instruction.	Amount received for tuition.
1	15	16	17	18	19	20	21	22	23	24	25	26
Augusta .....	9	.....	.....	14	17	2	4	5	5	\$1,500	\$1,500	\$112
Baraboo .....	67	25	7	17	19	3	1	7	1	1,000	1,450	150
Brodhead .....	83	.....	16	15	18	.....	4	7	16	900	1,350	93
Eau Claire, E. side .....	20	8	8	14	18	3	6	18	23	1,500	2,000	40
Eau Claire, W. side .....	16	.....	26	15	18	.....	4	5	28	1,500	2,610	36
Fort Howard .....	25	.....	.....	15	18	2	10	4	13	800	1,200	.....
Glenbeulah .....	12	.....	.....	13	.....	1	4	1	4	600	600	.....
Highland .....	5	.....	.....	13	18	.....	.....	.....	.....	540	540	45
Hudson .....	19	.....	.....	14	17	1	9	12	1	900	1,260	.....
Kilbourn City .....	29	25	27	11	18	.....	.....	.....	.....	800	1,160	80
Lone Rock .....	2	.....	.....	15	19	.....	.....	5	5	860	360	32
Manitowoc .....	80	.....	18	14	18	1	2	10	17	1,400	2,400	218
Marinette .....	22	23	16	14	17	.....	.....	1	4	.....	1,200	.....
Menasha .....	23	40	14	13	17	.....	.....	.....	.....	900	1,350	.....
Menomonie .....	63	.....	32	14	18	2	2	10	5	1,500	2,832	120
Milwaukee .....	154	160	70	15	18	4	15	63	78	2,250	10,350	180

*Statistics of High Schools Not Aided by the State.*

Neenah.....	51	11	8	14	18	8	3	38	1,200	2,150	187
New Richmond.....	15	.....	.....	14	.....	.....	.....	.....	800	875	120
Port Washington.....	9	.....	.....	14	18	.....	6	3	1,200	1,200	.....
Prescott.....	80	.....	.....	14	18	.....	.....	.....	1,750	1,035	32
Sheboygan.....	12	13	16	14	16	2	.....	2	1,200	1,700	118
Waukesha.....	37	.....	.....	14	17	3	4	11	1,200	2,040	403
Wausau.....	30	.....	.....	14	17	.....	.....	.....	1,000	1,500	25
Totals and ave....	762	804	258	av. 14	av. 18	74	161	249	\$23,890	\$42,202	\$1,900

*Colleges and Universities.*TABLE No. XXVI.  
COLLEGES AND UNIVERSITIES.

INSTITUTION.	Location.	President of Board of Trustees.	President of Faculty.	Year of foundation	Religious Denomination.	No. of instructors.
1	2	3	4	5	6	7
Beloit College.....	Beloit.....	Aaron L. Chapin...	Aaron L. Chapin...	1847	Cong'l and Presbyteri'n	11
Carroll College.....	Waukesha.....	Vernon Tichenor...	W. L. Rankin.....	1846	Presbyterian.....	4
College of the Sacred Heart.....	Prairie du Chien.....	J. H. Whorton.....	.....	1880	Roman Catholic.....	8
Lawrence University.....	Appleton.....	W. C. Whitford.....	E. D. Huntley.....	1847	Methodist Episcopal...	12
Milton College.....	Milton.....	W. P. McLaren.....	T. R. Williams.....	1867	Seventh-day Baptists...	7
Milwaukee College.....	Milwaukee.....	John Bering.....	Charles S. Farrar...	1851	Undenominational.....	14
Northwestern University...	Watertown.....	.....	Augustus F. Ernst...	1864	Evangelical Lutheran...	6
Racine College.....	Racine.....	.....	Stevens Parker.....	1852	Episcopal.....	6
Ripon College.....	Ripon.....	Edward H. Merrell...	Edward H. Merrell...	1854	Cong'l and Presbyteri'n	13
St. Lawrence College.....	Calvary.....	P. A. Bottensteiner...	Aegidius Halsband...	1861	Roman Catholic.....	10
University of Wisconsin...	Madison.....	Geo. H. Paul.....	John Bascom.....	1848	State Institution.....	38
Wayland University.....	Beaver Dam.....	C. B. Beebe.....	Nathan E. Wood.....	1855	Baptist.....	7
Wisconsin Female College	Fox Lake.....	.....	H. A. Pepoon.....	1855	.....	5
					Total .....	141

*Colleges and Universities.*

TABLE No. XXVI.—COLLEGES AND UNIVERSITIES — continued.

[illegible]

## Colleges and Universities.

TABLE No. XXVI.—COLLEGES AND UNIVERSITIES—continued.

INSTITUTION.	No. of weeks in scholastic year.	21	22	No. of volumes added during y'r.		No. of volumes in society libraries.	No. of scholarships used the past y'r.	No. of acres occupied by site.	No. acres owned, not including site.	Cash value of site.	Cash value of acres owned, not including site.	Cash value of buildings.	Cash value of apparatus, cabinets, and furniture.	Amount of endowment and other funds.	Amount of contributions the past year.	Amount of income from endowment and other funds.
		23	24	25	26	27	28	29	30	31	32	33	34			
1																
Beloit College .....	39	11,000	500	1,200	25	24	767	\$15,000	\$3,300	\$66,000	\$16,000	\$180,000	\$26,000	\$19,044		
Carroll College .....	40	1,000				14	30	5,000		10,000	1,000	3,000	1,040	150		
Coll. of the Sacred Heart.	43	1,250	300	800	300	4	30			25,000	1,500					
Lawrence University .....	38	9,330	317	1,000		10	1,980	20,000	6,650	34,350	12,400	49,532	5,774	9,428		
Milton College .....	39	1,200		800		2	20	2,000	1,200	20,000	5,000	12,000	3,304	455		
Milwaukee College .....	40	3,310	42	76		1½		3,000		50,000	10,000					
Northwestern University	40	1,800	50		19	28		7,000		43,000	2,000		11,600	1,800		
Racine College .....																
Ripon College .....	39	5,000	500	3,800	60	10	400	20,000	500	60,000	2,000	25,000	55,000	10,000		
St. Lawrence College .....	43	1,500				15	80	500	2,000	40,000	2,000					
University of Wisconsin.	38	11,406	609	300	10	235	22,000	50,000	30,288	800,000	50,000	513,429		31,205		
Wayland University .....	39	1,650				20	120	4,500	400	16,000	1,225	20,450		39,736		
Wisconsin Female Coll.	38	1,120				2			30,000		500	10,000		650		
Totals .....		49,766	2,318	7,976	414	364½	25,457	\$127,000	\$74,338	\$664,350	\$103,625	\$813,411	\$102,718	\$112,468		

*Colleges and Universities.*

TABLE NO. XXVI.—COLLEGES AND UNIVERSITIES—continued.

INSTITUTION.	Amount of income from										Date of next commence- ment.
	35	36	37	38	39	40	41	42	43	44	
1	Amount of income from tuition and incidental fees.	Whole amount of income.	Tuition in collegiate de- partment for year.	Tuition in preparatory department for year.	Cost of board and lodg- ing per year.	Amount paid for instruc- tion the past year.	Amount paid for build- ing and repairs the past year.	Amount paid for inciden- tal expenses the past year.	Whole amount of ex- penses the past year.		
Beloit College.....	\$4,558	\$23,602	\$36	\$26	\$140	\$14,810	\$6,842	\$1,921	\$33,573	June 27, 1883	
Carroll College.....	1,847	2,530	36	24	160	2,270	300	500	3,070	June 28, 1883	
College of Sacred Heart.....			80	30	175						
Lawrence University.....	1,475	10,902			152	6,250		1,774	10,425	June 28, 1883	
Milton College.....	4,808	8,066	33	27	117	4,047	788	637	5,994	June 27, 1883	
Milwaukee College.....			60	50	240	20,000	300	200	21,500	June 13, 1883	
Northwestern University.....	2,150	15,550	32		100	6,000	600	400	7,000	June 27, 1883	
Racine College.....											
Ripon College.....	2,787	12,737	24	21	100	9,250		2,800	12,050	June 28, 1883	
St. Lawrence College.....						500	30,000	1,500		July 8, 1883	
University of Wisconsin..	5,655	98,932				51,429	13,714	27,593	92,737	June 21, 1883	
Wayland University.....										June 21, 1883	
Wisconsin Female College.....			28	28	122				1,200	June 20, 1883	
Totals.....	\$22,230	\$172,319				\$114,556	\$53,494	\$37,325	\$177,549		

*Theological Seminaries.*TABLE No. XXVII.  
THEOLOGICAL SEMINARIES.

Institution.	Location.	President of Faculty.	Year of foundation.	Religious Denomination.	No. of instructors.		No. of students in regular classes.		No. of students in preparatory classes.		Whole number of students past year.		No. of graduates at last commencement.		Whole number of graduates since foundation.		No. of years in theological course.		No. of years in preparatory course.		No. of weeks in scholastic year.		No. of volumes in library.	
					6	7	8	9	10	11	12	13	14	15										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15										
Luther Seminary.....	Madison ..	F. A. Schmidt...	1875	Nor. Ev. Lutheran.	8	35	...	35	...	48	8	...	...	600										
Mission House College	Franklin ..	H. A. Muehlmeir.	1862	German Reformed.	8	36	8	36	9	...	8	...	...	2,500										
Nashotah House .....	Nashota...	Arel Don Cole...	1847	Protestant Episcopal	4	11	...	11	2	220	8	...	40	8,800										
Totals .....	.....	.....	.....	.....	10	82	8	82	11	263	...	...	...	11,900										

### *Theological Seminaries.*

TABLE No. XXVII.—THEOLOGICAL SEMINARIES—continued.

INSTITUTION.	No. of volumes added during the year.		No. acres of land occupied by site.		No. acres land owned, not including site.		Cash value of site.		Cash value of buildings.		Amount of endowment and other funds.		Amount of contributions the past year.		Income from endowment and other funds.		Whole amount of income the past year.		Tuition in regular department for the year.		Tuition in preparatory department for the year.		Cost of board and lodging for the year.		Amount paid for instruction the past year.		Amount paid for building and repairs the past year.		Amount paid for incidental expenses the past year.		Date of next commencement.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
Luther Seminary.	100	2	..	\$10,000	\$15,000	..	..	..	\$5,000	..	..	..	\$70	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

*Academies.*TABLE NO. XXVIII.  
ACADEMIES.

INSTITUTION.	Location.	President of Board of Trustees.	Principal.	Year of foun- dation.	Religious Denomina- tion.	Number of Instruct- ors.
1	2	3	4	5	6	7
Evansville Seminary..... German English Academy.. Kemper Hall..... Lake Geneva Seminary..... Markham Academy..... Merrill Institute..... Ger. Am. Teachers' Seminary Oconomowoc Seminary..... Rochester Seminary..... St. Catharine's Fem. Academy St. Clara's Academy..... St. Mary's Institute..... Sem. of St. Francis of Sales.	Evansville..... Milwaukee..... Pleasant Prairie..... Geneva..... Milwaukee..... Fond du Lac..... Milwaukee..... Oconomowoc..... Rochester..... Racine..... Sinsinawa Mound..... Milwaukee..... St. Francis.....	Isaac M. Bennett..... I. Keller..... John W. Boyd..... Albert Markham..... I. Keller..... M. G. Pett..... Sr. M. Hyacintha..... Sr. M. Emily..... Sr. M. F. Seraphia..... A. Zeininger.....	J. E. Coleman..... I. Keller..... Sister Edith..... Julia A. Warner..... Albert Markham..... Ida C. V. Martin..... I. Keller..... Grace F. Jones..... Albert E. Schaub..... Sr. M. Hyacintha..... Sr. M. Emily..... Sr. M. F. Seraphia..... A. Zeininger.....	1880..... 1851..... 1872..... 1869..... 1864..... 1866..... 1878..... 1855..... 1871..... 1866..... 1845..... 1850..... 1856.....	Free Methodist..... Undenominational..... Protestant Episcopal..... U. denominational..... Undenominational..... ..... Undenominational..... Protestant Episcopal..... Free Will Baptist..... Roman Catholic..... Roman Catholic..... Roman Catholic.....	4..... 9..... 7..... 8..... 4..... 3..... 8..... 4..... 4..... ..... 11..... ..... 11.....
					Total .....	73

### *Academies.*

TABLE No. XXVIII.—ACADEMIES—continued.

[illegible]

*Academies.*

TABLE No. XXVIII.—ACADEMIES—continued.

INSTITUTION.							
	27	28	29	30	31	32	33
	Cash value of site.	Cash value of land owned, not including site.	Cash value of buildings.	Cash value of apparatus and cabinets.	Amount of endowment and other funds.	Income from tuition and incidental fees.	Whole amount of income the past year.
1							
Evansville Seminary.....	\$2,000	.....	\$12,000	.....	.....	\$1,500	.....
German English Academy.....	.....	.....	.....	.....	.....	.....	.....
Kemper Hall.....	26,000	.....	50,000	\$2,000	.....	12,800	.....
Lake Geneva Seminary.....	15,000	.....	45,000	1,000	.....	.....	\$7,496
Markham Academy.....	8,000	.....	8,000	1,000	.....	.....	.....
Merrille Institute.....	.....	.....	.....	.....	.....	.....	.....
National German American Teachers' Seminary.....	.....	.....	.....	.....	.....	.....	.....
Oconomowoc Seminary.....	10,000	.....	1,000	1,000	.....	.....	.....
Rochester Seminary.....	100	.....	5,000	200	.....	775	791
St. Catharine's Female Academy.....	10,000	\$3,000	16,000	.....	.....	.....	.....
St. Clara's Academy.....	.....	.....	50,000	750	.....	.....	.....
St. Mary's Institute.....	.....	.....	.....	.....	.....	.....	.....
Seminary of St. Francis of Sales.....	400	31,600	60,000	1,000	.....	.....	30,900
Totals.....	\$71,500	\$34,600	\$247,000	\$6,950	.....	\$15,075	\$39,187

*Academies.*

TABLE NO. XXVIII.—ACADEMIES—continued.

INSTITUTION.	34	35	36	37	38	39	40
	Tuition and incidental fees for the year.	Cost of board and lodging for the year.	Amount paid for instruction the past year.	Amount paid for building and repairs the past year.	Amount paid for incidental expenses the past year.	Whole amount of expenses the past year.	Date of next closing exercises.
1							
Evansville Seminary.....	\$24	\$100				\$1,700	June 15, 1888
German English Academy.....							Sept. 1, 1888
Kemper Hall.....	90	200	\$3,400		\$1,100	11,700	June 24, 1888
Lake Geneva Seminary.....	33	268	1,695	\$541	4,917	6,612	June 20, 1888
Markham Academy.....	80						June 23, 1888
Merrille Institute.....							June 30, 1888
National Ger. Amer. Tra. Seminary.....		120					June 30, 1888
Oconomowoc Seminary.....		300					June 15, 1888
Rochester Seminary.....	56	96	791			100	June 14, 1888
St. Catharine's Female Academy.....		140					July 6, 1888
St. Clara's Academy.....		165					July 8, 1888
St. Mary's Institute.....		180					July 18, 1888
Seminary of St. Francis of Sales.....		150	4,400	800		30,000	Sept. 5, 1888
Totals.....	\$283	\$1,719	\$10,286	\$1,841	\$6,017	\$50,112	

*Business Colleges.*TABLE No. XXIX.  
BUSINESS COLLEGES.

INSTITUTION.	LOCATION.	PRINCIPAL.	Year of foundation.	No. of instructors.	No. of students the past year.	No. of graduates the past year.	Whole number of graduates since foundation.	No. of weeks in scholastic year.
1	2	3	4	5	6	7	8	9
Green Bay Business College.....	Green Bay .....	C. A. Murch.....	1898	4	.....	17	....	52
Spencerian Business College .....	Milwaukee .....	Robert C. Spencer .....	1863	5	268	....	....	....
Totals.....	.....	.....	.....	9	268	17		

*Business Colleges.*

TABLE NO. XXIX.—BUSINESS COLLEGES — continued.

INSTITUTION.	No. of volumes in library.		No. of volumes added the past year.		No. of scholarships used the past year.		Cash value of apparatus and other appurtenances.		Income from tuition and incidental fees.		Tuition per year.		Cost of board and lodging for the year.		Amount paid for instruction the past year.		Amount paid for incidental expenses the past year.		Whole amount of expenses the past year.		Date of the close of the year.	
	10	11	12	13	14	15	16	17	18	19	20											
1																						
Green Bay Business College .....	100	10	88	\$500	\$1,600	\$40	\$150	\$300	\$300	\$800	June 30, 1888.											
Spencerian Business College .....	220	...	...	...	9,081	...	85	5,032	3,949	8,981	.....											
Totals .....	320	10	88	\$500	\$10,681	\$40	\$235	\$5,332	\$4,249	\$9,581	.....											

*Distribution of Dictionaries.*

TABLE NO. XXX.

## DISTRIBUTION OF DICTIONARIES.

*Statement showing the counties, towns, and districts, which have been supplied with dictionaries during year ending December 12, 1882.*

COUNTIES.	TOWNS.	Departments.	No. of district.	No. of copies.
Barron .....	Clinton .....	...	3, 6	2
	Cumberland .....	...	5	1
	Stanford and Rice Lake .....	...	2	1
Brown .....	Allonez .....	...	1	1
	Green Bay, city .....	2	...	2
	Wrightstown .....	...	7	1
Burnett .....	Grantsburg .....	...	6	1
Chippewa ....	Chippewa Falls, city .....	1	...	1
	Edson .....	...	10	1
	La Fayette .....	...	13	1
Clark .....	Eaton and Warner .....	...	1	1
	Hixon .....	...	2	1
	Lynn .....	...	3	1
	Mayville .....	2	1	2
	Mayville .....	...	5	1
	Thorp .....	...	5, 6	2
Columbia ....	Arlington and Dekorra .....	...	4	1
Crawford ....	Clayton .....	...	15	1
Dane .....	Berry, Springfield, and Cross Plains .....	...	2	1
	Dane .....	...	4	1
	Medina .....	...	2	1
	Oregon .....	...	1	1
Dodge .....	Beaver Dam .....	...	2	1
	Mayville, village .....	1	...	1
Door .....	Claybanks and Ahnapee .....	...	1	1
	Sevastopol .....	...	5, 6	2
	Sturgeon Bay .....	4	1	4
Dunn .....	Menomonie .....	...	3, 4	2
	Otter Creek .....	...	1	1
	Sand Creek and Sheridan .....	...	2	1
	Sheridan .....	...	3, 6	2
	Stanton .....	...	1	1
	Stanton and Springfield .....	...	4	1
Eau Claire ...	Brunswick .....	...	1	1
	Eau Claire, city .....	2	1	2
	Eau Claire, city .....	2	2	2
	Fairchild .....	...	1	1
	Lincoln .....	...	1	1
	Union and City of Eau Claire .....	5	3	5
Grant .....	Cassville .....	1	1	1
	Muscoda .....	1	1	1
Iowa .....	Ridgeway .....	...	15	1
Jackson ....	Melrose .....	...	10	1
	Merrillan .....	2	5	2
Jefferson ....	Aztalan .....	...	9	1
	Palmyra and Cold Spring .....	...	3	1

*Distribution of Dictionaries.*

TABLE No. XXX.—DISTRIBUTION OF DICTIONARIES—continued.

COUNTIES.	TOWNS.	Depart- ments.	No. of district.	No. of copies.
Juneau.....	Clearfield .....	..	1	1
	Kingston .....	..	3	1
	Necedah .....	..	7	1
Kewaunee....	Kewaunee and West Kewaunee.....	..	1	1
La Crosse ....	La Crosse, city.....	2	..	2
	La Crosse, city.....	2	5	2
La Fayette ...	Benton .....	..	1	1
Langlade.....	Norwood .....	..	1,3	2
	Rolling .....	..	2,3,5	3
Lincoln .....	Ackley, S. D.....	..	1,3,5,6	4
	Merrill .....	4	1	4
	Scott .....	..	2	1
Manitowoc ...	Manitowoc, city.....	2	2,7	2
	Mishicott and Gibson .....	..	1	1
	Schleswig .....	2	4	2
	Two Rivers, city .....	1	1	1
Marathon ....	Brighton .....	..	9,10	2
	Brighton and Unity.....	..	1	1
	Easton.....	..	3	1
	Hamburg.....	..	5,6	2
	Texas.....	..	3	1
	Weston .....	..	3	1
Milwaukee ...	Milwaukee, city .....	20	..	20
Monroe .....	Glendale .....	..	3	1
	Lincoln and La Grange.....	..	7	1
Oconto.....	Little River.....	..	4,5	2
	Oconto .....	..	2,8	2
	Oconto, city .....	1	..	1
Outagamie ...	Greenville .....	..	4	1
Ozaukee .....	Belgium .....	..	1	1
Pierce.....	Hart and .....	..	6	1
	Trimbelle.....	..	9	1
Polk .....	Alden .....	..	7	1
Portage .....	Carson .....	..	1,5	2
Price .....	Fifield.....	..	2,3,4	3
Racine .....	Racine, city.....	5	..	5
	Yorkville.....	..	4	1
Richland. ...	Eagle.....	..	8	1
Rock .....	Union .....	..	2	1
	Union and Magnolia .....	..	6	1
St. Croix. ...	Baldwin and Hammond .....	..	4	1
	Eau Galle.....	..	3	1
	Emerald .....	..	6	1
Sauk.....	Baraboo, city .....	3	7	3
Shawano .....	Waukechon.....	..	1	1
	Wittenberg .....	..	1,2,3,6,7	5
Sheboygan ...	Holland .....	..	1	1
	Lyndon.....	..	5	1
	Mitchell and Osceola.....	..	1	1
	Rhein .....	..	8	1

*Distribution of Dictionaries.*

TABLE No. XXX.— DISTRIBUTION OF DICTIONARIES — continued.

COUNTIES.	TOWNS.	Depart- ments.	No. of district.	No. of copies.
Sheboygan ...	Sheboygan Falls .....		8	1
	Wilson .....		1, 2	2
Taylor .....	Chelsea .....		3	1
	Deer Creek .....		3	1
	Little Black .....		5	1
	Medford .....		9, 10	2
Vernon .....	Coon .....		5	1
Walworth ....	Bloomfield .....		6	1
	East Troy .....		4	1
	Walworth .....		1	1
Waukesha ....	Brookfield and Pewaukee ..		2	1
	Eagle .....		4	1
	Genesee .....		13	1
	Muckwanago .....		8	1
	Muskego .....		6, 7	2
	Waukesha .....		14	1
Waupaca ....	Little Wolf .....		7	1
Winnebago ..	Menasha, city .....	1		1
Wood .....	Richfield .....		2	1
	Rudolph .....		6	1
	Seneca .....		4	1
	Wood .....		2	1
	Total .....			187

*Dictionaries Sold.*TABLE No. XXXI.  
DICTIONARIES SOLD.*Statement showing the districts to which dictionaries have been sold during the year ending December 12, 1882.*

COUNTIES.	TOWNS.	Depart- ments.	No. of district.	No. of copies.
Adams .....	Easton .....		4	1
Brown .....	Howard .....		3	1
	Howard and Pittsfield .....		1	1
	Suamico .....		3	1
	Wrightstown .....		3	1
Buffalo .....	Alma .....	2	1	2
	Belvidere .....		2	1
	Buffalo .....		4	1
	Gilmanton .....		2	1
Calumet .....	Brothertown .....		6	1
	Charlestown .....		3, 5	2
	Chilton, city .....	2	1	2
	Harrison .....		8, 10	2
Chippewa ....	Chippewa Falls, city .....	1	.....	1
	La Fayette and Seymour .....		10	1
	Wheaton .....		1	1
Clark .....	Colby .....		1	1
	Loyal .....		2	1
Columbia ....	Arlington and Dekorra .....		4	1
	Caledonia .....		1	1
	Columbus, Portland and York .....		1	1
	Courtland .....		5	1
	Fountain Prairie .....		4	1
	Leeds .....		8	1
	Leeds, Lowville, etc .....		3	1
	Lewiston .....		2, 6	2
	Lodi .....		1	1
	Lodi and West Point .....		1, 6	2
	Wyocena .....		8	1
Crawford ....	Freeman .....		6	1
	Maryetta .....		3, 6	2
	Wauzeka and Eastman .....		8	1
Dane .....	Albion .....		4, 6	2
	Berry .....		1	1
	Black Earth .....		1	1
	Blooming Grove .....		2	1
	Blue Mounds and Springdale .....		7	1
	Burke .....		1	1
	Christiana and Albion .....		7	1
	Christiana and Deerfield .....		10	1
	Deerfield .....		5	1
	Mazomanie .....		2	1
	Medina .....		4	1
	Middleton .....		4	1
	Oregon .....		2	1
	Perry .....		7	1

*Dictionaries Sold.*

TABLE NO. XXXI.—DICTIONARIES SOLD—continued.

COUNTIES.	TOWNS.	Depart- ments.	No. of district.	No. of copies.
Dane.....	Rutland .....		6	1
	Springdale.....		2	1
	Springfield .....		6	1
	Sun Prairie.....		9, 10	2
	Vermont .....		1	1
	Verona .....		2, 6	2
	York .....		9, 10	2
Dodge .....	Beaver Dam, city.....	5		5
	Fox Lake.....		12	1
	Leroy .....		1, 7	2
	Mayville.....	2		2
Door.....	Egg Harbor .....		1	1
Douglas .....	Superior .....		2	1
Dunn .....	Grant, Otter Creek, and Sand Creek...		3	1
	Sherman.....		4	1
Eau Claire ...	Spring Brook .....		4	1
	Bridge Creek .....		6	1
	Brunswick.....		2	1
	Lincoln.....		4	1
Fond du Lac.	Pleasant Valley .....		2	1
	Union .....		3	1
	Calumet .....		4	1
	Ripon, city .....	7		7
Grant .....	Waupun .....		4	1
	Fennimore.....		1	1
	Hazel Green .....		3	1
	Lima .....		5	1
	Mount Hope .....		7	1
	Mount Ida.....		3	1
	Muscoda.....		1	1
Green .....	Wingville.....		4	1
	Exeter .....		5, 7	2
	Mount Pleasant .....		8	1
Green Lake...	Sylvester.....		2	1
	Mackford .....		5, 8	2
	Manchester .....		4	1
	Princeton .....		11	1
Iowa.....	Arena.....		9	1
	Mineral Point, city .....	1		1
	Ridgeway .....		9	1
Jackson.....	Alma .....		7	1
	Hixton .....		1	1
Jefferson .....	Concord and Sullivan.....		6	1
	Ixonia .....		4	1
	Koshkonong .....		6	1
	Koshkonong and Lima .....		2	1
	Lake Mills.....		5	1
	Milford .....		1	1
	Sullivan .....		3	1
	Sullivan and Jefferson.....		5	1

*Dictionaries Sold.*

TABLE NO. XXXI.—DICTIONARIES SOLD—continued.

COUNTIES.	TOWNS.	Depart- ments.	No. of district.	No. of copies.
Juneau . . . .	Fountain . . . . .		4	1
	Lemonweir . . . . .		5	1
	Lisbon . . . . .		5	1
	Orange . . . . .		8	1
	Summit . . . . .		1	1
Kenosha . . . .	Wonewoc . . . . .		8	1
	Brighton . . . . .		2	1
	Pleasant Prairie . . . . .		5	1
	Salem . . . . .		5	1
	Somers . . . . .		11	1
Kewaunee . . .	Somers and Mt. Pleasant . . . . .		7	1
	Lincoln . . . . .		3	1
	Montpelier . . . . .		1	1
LaCrosse . . . .	Burns . . . . .		3	1
	Farmington . . . . .		1, 5	2
	Hamilton . . . . .		7	1
La Fayette . . .	Benton . . . . .		7	1
Manitowoc . . .	Cato and Liberty . . . . .		8	1
	Coopertown . . . . .		2	1
	Hudson and Kossuth . . . . .		3	1
	Manitowoc Rapids . . . . .		1, 3, 4, 11	4
	Meeme . . . . .		2	1
Marinette . . . .	Mishicott and Gibson . . . . .		1	1
	Two Rivers . . . . .		3	1
	Peshigo . . . . .		3, 6	2
Marquette . . .	Crystal Lake . . . . .		1	1
Milwaukee . . .	Granville . . . . .		6	1
	Milwaukee . . . . .		2	1
Monroe . . . . .	Adrian . . . . .		1	1
	Adrian and Tomah . . . . .		4	1
	Oakdale . . . . .		3	1
	Portland . . . . .		1	1
	Ridgeville . . . . .		4	1
Outagamie . . .	Deer Creek . . . . .		1	1
Ozaukee . . . .	Cedarburg . . . . .		2	1
	Fredonia . . . . .		4	1
	Port Washington . . . . .		4	1
Pepin . . . . .	Albany . . . . .		2	1
	Frankfort . . . . .		5	1
	Pepin . . . . .		1	1
Pierce . . . . .	Clifton . . . . .		4	1
	Ellsworth . . . . .		1, 2	2
	Spring Lake . . . . .		1	1
	Trimbelle . . . . .		3	1
Polk . . . . .	Osceola . . . . .		3, 4	2
Portage . . . . .	Belmont . . . . .		2	1
	Stevens Point, city . . . . .	1	1	1
	Stockton . . . . .		10	1
Racine . . . . .	Burlington . . . . .		6	1
	Burlington and Wheatland . . . . .		2	1

*Dictionaries Sold.*

TABLE No. XXXI.—DICTIONARIES SOLD—continued.

COUNTIES.	TOWNS.	Departments.	No. of district.	No. of copies.
Racine .....	Dover .....		7	1
	Mount Pleasant .....		4	1
	Paris and Yorkville .....		2	1
	Raymond .....		10	1
	Waterford .....		1, 4	2
Richland .....	Yorkville .....		8	1
	Akan .....		1	1
	Orion .....		1	1
	Richland and Dayton .....		6	1
	Rockbridge .....		9	1
Rock .....	Westford .....		3, 7, 8	3
	Woodstock .....	2		2
	Beloit city .....	2		2
	Clinton and Bradford .....		1	1
	Harmony .....		3	1
St. Croix .....	Janesville Institute for the Blind .....	1		1
	Lima .....		9	2
	Magnolia .....		1	1
	Rock .....		3	1
	Spring Valley .....		4	1
Sauk .....	Union .....		3	1
	Union and Magnolia .....	2	6	2
	Baldwin and Hammond .....		4	1
	Emerald .....		1	1
	Hudson, city .....	4		4
Trempealeau ..	Rush River .....		1	1
	Springfield .....		3	1
	Fairfield .....		2, 3	2
	Freedom .....		3	1
	Merrimac .....		3	1
Vernon .....	Sumpter .....		4	1
	Troy .....		1, 7	2
	Westfield .....		2	1
	Winfield .....		1, 3	2
	Woodland .....		4	1
Walworth .....	Caledonia .....		3	1
	Gale .....		1, 5	2
	Preston .....		2	1
	Sumner .....		4	1
	Trempealeau .....		9	1
Franklin .....	Franklin .....		4, 5, 6	3
	Sterling .....		5, 7	2
Darien .....	Darien .....		2	1
	Delavan .....	8	1	3
	Delavan — Deaf and Dumb Aylum ..	1		1
La Fayette .....	La Fayette .....		5	1
	Palmyra and La Grange .....		3	1
	Richmond .....		5, 6	2
	Sharon, Darien, and Walworth .....		4	1
	Troy .....		3	1

*Dictionaries Sold.*

TABLE No. XXXI.—DICTIONARIES SOLD—continued.

COUNTIES.	TOWNS.	Depart- ments.	No. of district.	No. of copies.
Washington..	West Bend.....		4	1
Waupaca....	Dayton .....		5	1
	Lebanon .....		5	1
	Lind .....		3	1
Waushara....	Rose and Springwater.....		2	1
Winnebago...	Menasha, city .....	1	.....	1
	Neenah.....		3	1
	Oshkosh.....		2	1
	Utica.....		4	1
	Winneconne .....		3	1
Wood .....	Rudolph.....		4	1
	Wood .....		1	1
	Total.....		.....	260

*Teachers' State Certificates.*

TABLE No. XXXII.

TEACHERS' STATE CERTIFICATES ISSUED DURING THE YEAR  
ENDING DECEMBER 10, 1882.*Obtained by State Examination.*

NAMES.	Kind of certificate.	Year issued.	Present post-office address.
Thomas Burke .....	Five years.....	1882	Watertown.
L. L. Clark.....	Unlimited.....	1882	Whitewater
Joseph H. Gould .....	Unlimited.....	1882	Oconto.
Charles H. Keyes.....	Unlimited.....	1882	River Falls.
George A. Rogers .....	Unlimited.....	1882	Kenosha.
Katharine Schuler.....	Unlimited.....	1882	Milwaukee.

*Diplomas of Graduates of Wisconsin University, Countersigned by the  
State Superintendent.*

NAMES.	Graduated in what course.	In what year.	Date of countersigning.	Present post-office address.
Mary Dunwiddie.....	Classical ...	1880	Aug. 12, 1882	Monroe.
Rose Gifford.....	M'd. Classical	1880	Sept. 16, 1882	Reedsburg.
Bradford Wiley Gillett ...	Scientific ...	1876	April 19, 1882	.....
Jay William Hicks .....	M'd. Classical	1880	Sept. 29, 1882	Eureka.
Marian Hill.....	Classical ...	1879	June 8, 1882	Madison.
Judson E. Hoyt .....	Classical ...	1880	Oct. 25, 1882	Lodi.
Bell Case La Follette. ...	M'd. Classical	1879	Mar. 21, 1882	Madison.
Jennie Muzzy.....	Classical ...	1874	Nov. 29, 1882	Clinton.
Mary Agnes Nelson .....	Scientific ...	1880	Sept. 12, 1882	Manitowoc.
Violam Imogene Troy....	M'd. Classical	1880	June 20, 1882	Monticello.
Efna Joseph Wiswall.....	M'd. Classical	1880	July 5, 1882	Berlin.

*Diplomas of Graduates of Denominational Colleges, Countersigned by the  
State Superintendent.*

NAMES.	Graduated at what institution.	In what course.	In what year.	Date of countersigning.
H. J. Evans .....	Law. University	Scientific..	1879	Aug. 12, 1882
R. D. Evans.....	Law. University	Scientific..	1879	Aug. 12, 1882
Carrie P. Sylvester .....	Mil. Fe. College	Full course	1874	May 2, 1882
Nathan C. Twining.....	Milton College.	Classical ..	1870	Oct. 17, 1882

*Teachers' State Certificates.*

TABLE NO. XXXII.—TEACHERS' STATE CERTIFICATES ISSUED DURING THE YEAR ENDING DECEMBER 10, 1882—continued.

*Certificates and diplomas of graduates of the State Normal Schools, countersigned by the State Superintendent.*

NAMES.	Graduated at what school.	Received a certificate or diploma.	Year issued.	Date of countersigning.
Mary J. Beach .....	Whitewater..	Diploma ..	1879	Aug. 1, 1882
Flora Blascoer .....	Whitewater..	Certificate.	1881	Sept. 1, 1882
Addie M. Bowen .....	Whitewater..	Certificate.	1879	July 13, 1882
Mary M. Brown .....	River Falls..	Certificate.	1881	July 1, 1882
George Burton .....	Platteville ..	Certificate.	1881	July 14, 1882
Martha A. Cawley .....	Oshkosh ....	Certificate.	1879	May 2, 1882
Inez Chase .....	Whitewater..	Certificate.	1881	Nov. 29, 1882
Annie L. Cook .....	Whitewater..	Certificate.	1878	Oct. 13, 1882
Charles F. Cronk .....	Whitewater..	Certificate.	1880	Sept. 29, 1882
Nancy M. Davis .....	Oshkosh ....	Diploma ..	1879	July 3, 1882
Janette Dunn .....	Whitewater..	Certificate.	1880	Aug. 12, 1882
Kate Dyer .....	Whitewater..	Certificate.	1880	May 2, 1882
Jane M. Dynes .....	Oshkosh ....	Certificate.	1881	Sept. 12, 1882
Bridget A. Gardner .....	Platteville ..	Diploma ..	1881	Aug. 12, 1882
Charles A. Goggin .....	Whitewater..	Certificate.	1881	Aug. 18, 1882
Jennie M. Goodrich .....	River Falls..	Certificate.	1880	Aug. 18, 1882
Alice V. Green .....	Whitewater..	Certificate.	1880	Mar. 6, 1882
George S. Grubb .....	Oshkosh ....	Diploma ..	1881	Sept. 23, 1882
Herbert H. Hall .....	River Falls..	Certificate.	1880	Aug. 28, 1882
Susan U. Holden .....	Oshkosh ....	Certificate.	1881	June 20, 1882
Mary Keitel .....	Whitewater..	Certificate.	1881	June 2, 1882
Addie M. Kern .....	Oshkosh ....	Certificate.	1881	July 3, 1882
Angie King .....	Whitewater..	Certificate.	1879	May 9, 1882
John W. Livingston .....	Platteville ..	Diploma ..	1878	May 23, 1882
Nettie E. Marble .....	Oshkosh ....	Diploma ..	1880	July 3, 1882
Dwight Mereness .....	Whitewater..	Certificate.	1881	July 6, 1882
Robert E. Minaghan .....	Oshkosh ....	Certificate.	1880	June 14, 1882
James O'Brien .....	Whitewater..	Diploma ..	1881	Aug. 1, 1882
Helen L. Patterson] .....	River Falls..	Certificate.	1880	Sept. 12, 1882
Jonathan Phillips .....	Platteville ..	Certificate.	1880	June 14, 1882
David H. Pollock .....	Whitewater..	Certificate.	1881	Aug. 1, 1882
Rosa Schwendener .....	Oshkosh ....	Diploma ..	1881	Aug. 1, 1882
John T. Scollard .....	Oshkosh ....	Diploma ..	1881	July 1, 1882
Alma Sherwood .....	Oshkosh ....	Certificate.	1881	Aug. 18, 1882
Bessie Skavlem .....	Whitewater..	Diploma ..	1881	July 7, 1882
Avis M. Slosson .....	Oshkosh ....	Certificate.	1881	July 3, 1882
Charles J. Smith .....	Platteville ..	Diploma ..	1881	Aug. 18, 1882
Frances Smith .....	Whitewater..	Certificate.	1881	Aug. 1, 1882
Rena Sylvester .....	Platteville ..	Certificate.	1881	Sept. 12, 1882
Annie Thomas .....	Platteville ..	Certificate.	1881	Aug. 28, 1882
A. Eugene Tyler .....	Whitewater..	Certificate.	1879	Aug. 18, 1882
Adda L. Wales .....	River Falls..	Certificate.	1879	July 1, 1882
M. Virginia Wales .....	River Falls..	Diploma ..	1881	Aug. 4, 1882
Ida A. Westcott .....	River Falls..	Certificate.	1880	Apr. 13, 1882
Lina A. Williams] .....	Oshkosh ....	Diploma ..	1881	July 3, 1882
Robert Willis .....	Platteville ..	Certificate.	1880	July 1, 1882

*City Superintendents.*

TABLE NO. XXXIII.  
CITY SUPERINTENDENTS.  
*In Commission, December, 1882.*

CITY.	NAME.	No. of teachers employed.	Salary.	Expenses for printing, postage and stationery.
Appleton .....	A. H. Conkey .....	31	\$350	\$25
Baraboo .....	W. A. Willis .....	13	.....	.....
Beaver Dam .....	James J. Dick .....	13	200	150
Beloit .....	B. M. Malone .....	20	100	77
Berlin .....	D. P. Blackstone .....	14	100	5
Columbus .....	John S. Maxwell .....	8	100	30
Fond du Lac .....	C. A. Hutchins .....	40	500	25
Fort Howard .....	Geo. Richardson .....	13	250	30
Grand Rapids .....	Geo. L. Williams .....	6	100	30
Green Bay .....	J. H. Leonard .....	18	355	55
Hudson .....	Simon Hunt .....	9	25	25
Janesville .....	R. W. Burton .....	36	1,500	100
Kenosha .....	James Cavanagh .....	16	200	75
La Crosse .....	Albert Hardy .....	45	800	200
Madison .....	Samuel Shaw .....	37	2,000	156
Menasha .....	Joseph Hinson .....	9	50	10
Menomonie .....	Robert D. Whitford .....	14	100	.....
Milwaukee .....	James MacAlister .....	272	3,000	190
Mineral Point .....	H. Van Dusen .....	11	100	30
Neenah .....	J. R. Barnett .....	15	200	25
Oconto .....	Hamilton Allen .....	11	200	25
Oshkosh .....	Geo. H. Read .....	54	600	450
Portage .....	A. C. Kellogg .....	17	300	5
Prairie du Chien .....	A. C. Wallin .....	8	100	20
Racine .....	H. G. Winslow .....	48	1,000	250
Ripon .....	John Moore .....	13	106	17
Sheboygan .....	L. D. Harvey .....	20	300	50
Stevens Point .....	F. W. Cooley .....	13	100	20
Watertown .....	C. F. Viebahn .....	22	1,600	75
Waupaca .....	J. H. Woodnorth .....	8	50	20
Wausau .....	C. D. Abbey .....	17	125	25
Totals .....	.....	871	\$14,505	\$2,195

